THE USE OF COACHING TECHNIQUES FOR INSTRUCTIONAL IMPROVEMENT BY HIGH SCHOOL PRINCIPALS IN IOWA SCHOOLS

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by

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The problem. The purpose of this study was to analyze the reasons high school principals in Iowa identified as having an impact on the frequency of their coaching activities. Coaching was defined as the ongoing use of observation and oral feedback by a principal for the purpose of improving instructional techniques in the classroom. The atmosphere of the feedback conference should be collegial rather than evaluative.

Procedures. A stratified random sample of 137 Iowa high school principals and four teachers in their building were surveyed. Questionnaires were developed to measure coaching activities in the building. A Discrepancy Score was determined for each building by subtracting the average of the teachers' coaching scores from the principal's coaching score to give a more accurate picture of the actual coaching activities taking place. Principals also rated the reasons which affected the frequency of coaching activities: time, feelings of inadequacy as a coach, individual professional philosophy on the importance of coaching, and perceived teacher attitudes toward improving instruction.

Findings. Using ANOVA and t-tests, it was determined that there was a discrepancy between what principals felt they were doing in relation to coaching and what the teachers perceived them to be doing. Principals rated their coaching activities higher than teachers rated them. Multiple regression was utilized to analyze the reasons principals gave which affected the frequency of coaching activities. The principal's attitude was found to be the only significant predictor of Discrepancy Scores in a school. A Pearson correlation was used to determine there was no correlation between the size of the school and the principal's attitude. Multiple regression was also utilized to determine that neither the reasons nor size of the school could predict the teachers' coaching scores alone.

Conclusion. The principal's attitude (including feelings of inadequacy and professional philosophy) toward coaching needs to be changed if coaching for instructional improvement is to occur.

Recommendations. Assisting principals in becoming more comfortable with coaching activities for instructional improvement is a key to bringing about effective transfer of training. As adult learners, principals need to learn this in a setting which includes coaching of their own new learning.

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Introduction

Rationale

In the early 1980s, it was becoming obvious that the upcoming decade needed to emphasize staff development. The 1960s and 1970s had been a time of innovation and curriculum development, but with little implementation.[1] In addition, a great deal of research on how students learn and teachers instruct was coming to the forefront during these decades through such Effective Schools models as Teacher Expectations and Student Achievement (TESA), School Improvement Model (SIM), and Madeline Hunter (Mastery Teaching). Staff development was seen as the way to bring new knowledge to an aging teacher population.

Many recommendations have been made for creating quality staff development programs, but the real key to the

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[1]Milbrey Wallin McLaughlin and David D. Marsh, "Staff Development and School Change," Teachers College Record 80, no. 1 (September 1978): 69; JoAnn Mazzarella, "Synthesis of Research on Staff Development," Educational Leadership 38, no. 2 (November 1980): 182; Bruce Joyce and Beverly Showers, "Transfer of Training: The Contribution of Coaching," Journal of Education 163, no. 2 (Spring 1981): 164.

transfer of new learning to actual classroom implementation seems to depend upon the amount of follow-up provided the teacher. Some call it feedback, others clinical supervision, and still others coaching, but the basic premise is the same in each case: the teacher is provided with information about performance on a given objective or an entire lesson in a face-to-face conference with a principal, a consultant, or a peer.

A number of studies have been done on the concept of staff development as a process which continues through feedback and coaching rather than just a one-shot presentation of theory. According to Gary A. Griffin in "Implications of Research for Staff Development":

> [Bruce] Joyce and [Beverly] Showers (1981) speculate from research findings that what they call "coaching" considerably increases the effectiveness of attempts to alter teacher behavior. Coaching in classrooms is analogous to coaching on athletic fields in that ongoing assistance is provided, feedback and other evaluative data are considered, and evaluation and refinement are continuous processes. Based on review of research in staff development, Joyce and Showers offer a model that suggests increased positive effects are found when a program moves from theoretical understanding to observations in clinical practice and coaching.[1]

Yet according to a study by Richard D. Shepardson, "63 percent (an alarmingly high percentage)[of elementary

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[1]Gary A. Griffin, "Implications of Research for Staff Development Programs," Elementary School Journal 83, no. 4 (March 1983): 421.

teachers surveyed] say they 'seldom' or 'never' receive classroom embedded feedback on their use of new techniques."[1] In addition, 53 percent "'seldom' or 'never' are provided opportunities for interaction with consultants, supervisors or principals when they are trying to integrate a new innovation into their structural process.'"[2] In contrast, only 32 percent of the administrators from intermediate-sized districts and 46 percent of the principals from smaller districts "reported teachers 'seldom' or 'never' received classroom-embedded feedback on their use of a new skill."[3] Obviously, there is a discrepancy between what principals feel they are doing to improve staff development efforts, and what teachers perceive to be taking place. In addition, there appears to be a difference in the use of coaching based on the size of the school. In each case, in spite of the research and recommendations that the 1980s emphasize staff development, the concept of coaching seems to be an infrequent part of the process.

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[1]Richard D. Shepardson, "An Analysis of Staff Development Activities Conducted in Iowa's Public Elementary Schools," photocopy (1984), n.p.

[2]Shepardson, n.p.

[3]Shepardson, n.p.

Statement of the Problem

Iowa administrators do not appear to be using coaching in the staff development process. Reasons which may affect the frequency of instructional improvement conferences include time factors, feelings of inadequacy in the coaching process, the principal's philosophy on coaching, or the principal's perception of teachers' attitudes toward coaching for instructional improvement.

To determine the impact of these reasons, the following questions need to be answered:

1. What coaching techniques do principals identify that they use?
2. What coaching techniques do teachers identify that their principals use?
3. How do principals rate a list of possible reasons which may affect the use of coaching techniques?

Hypotheses

1. There will be a discrepancy between what principals feel they are doing in the coaching process and what their teachers perceive them to be doing.
2. The discrepancy between the principal's and the teachers' perceptions in a building will be influenced by the size of the school.
3. The reasons principals identify which affect the frequency of their coaching activities (time,

feelings of inadequacy, philosophy on coaching, and teacher attitudes toward instructional improvement) can predict discrepancy scores.

4. There is a correlation between the size of the school and the identified reasons which predict discrepancy scores.
5. School size can predict teachers' coaching scores.
6. The principal's reasons can predict teachers' coaching scores.

Significance of the Study

Shepardson, whose study of elementary staff development was partially funded by a legislative task force, concluded that "funds allocated to staff development are being spent ineffectively," especially due to "the lack of change" taking place.[1] With the recent commitment of additional funds to Iowa education, this will be a critical issue if that funding is to continue.

In "Renewing the Commitment: A Plan for Quality Education in Iowa," the Department of Public Education focused on improving "the quality of the teacher and administrator work force in Iowa schools,"[2] as one of seven

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[1]Shepardson, n.p.

[2]Iowa Department of Public Instruction, "Renewing the Commitment: A Plan for Quality Education in Iowa," DPI Dispatch 15, no. 6 (March 1986): 1.

goals in its five-year plan. Activity 3.6 (Develop and Implement Mandatory Staff Development Programs for Administrators) and Activity 3.10 (Analyze Staff Development Activities) could both benefit from a study of the use of coaching in Iowa's secondary schools and any problems which may be hindering its application. This study could assist the Department of Education in stressing to administrators the application of this important step in the total staff development process. It is also important as courses are designed for principals to meet the new requirement for evaluation certification.

Definition of Terms

Coaching is the frequent, ongoing use of observation and feedback by a principal for the purpose of improving instructional techniques in the classroom. The feedback must take place in a conference between the teacher and principal rather than through written comments. The atmosphere of the conference should be collegial rather than evaluative; if it is necessary to think of coaching conferences in relation to evaluation, they are more in the nature of formative supervision which may at some point be a part of a summative evaluation (for salary and tenure) if improvement is not seen. Coaching is a form of feedback, which can be defined as implying "no judgment about the overall quality of teaching but is confined to information

about the execution of model-relevant skills."[1] Coaching is synonymous in process with clinical supervision, but can be conducted by peers as well as supervisors. This change reflects a focus on collegiality rather than supervision.

Inservice is usually mandatory instruction or training provided by the school district to assist teachers and/or administrators in improving their current job skills and in learning new ones. Inservice is sometimes called staff development. The basic purpose of inservice instruction is to meet the objectives of the school district.

Effective Schools Models are research-based models which focus on the factors that make school settings the most effective for student achievement. Those included in this study are TESA, SIM, and Madeline Hunter's Mastery Teaching because of their popularity in Iowa schools.

Total Coaching Score is the sum of the twelve Likert responses on the coaching section (Part 2) of the surveys (Form P and Form T). Form P can be found in Appendix A and Form T in Appendix B. A high score indicates more coaching activities being completed in the building. This may also be computed for principals only or for teachers only.

Total Coaching Score (Reliable) is the sum of the Likert responses on questions numbered one through four and

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[1]Bruce Joyce, Richard H. Hersh, and Michael McKibben, The Structure of School Improvement (New York: Longman, 1983), 147.

seven through eleven of the coaching section (Part 2) of Forms P and T. Questions numbered five, six and twelve were deleted based on a reliability test (Cronbach's coefficient alpha). This may be computed for principals only or for teachers only.

Discrepancy Score is the difference between the principal's reliable coaching score and the average of the teachers' reliable coaching scores within that principal's building. If the score is negative, the average of the teachers' scores is higher than the principal's score.

Reasons include four groups of questions from the reasons section (Part 3) of the principal's survey (Form P), which can be found in Appendix A. The reason groups are time considerations (Time Reason), personal feelings of inadequacy as a coach for instructional improvement (Inadequacy), individual professional philosophy on the importance of coaching for instructional improvement (Philosophy), and perceived teacher attitudes toward instructional improvement (Teacher Attitudes). The items for each of these reasons can be found in Table 1 of this study.

Factors are a regrouping of the reasons listed above based on a statistical factor analysis. The factor groups are the principal's attitude toward coaching (Attitude), time concerns (Time Factor), and the principal's attitude toward the teacher's role in instructional improvement

(Teacher Roles). The principal's attitude toward coaching tends to be a combination of two original reasons: personal feelings of inadequacy as a coach for instructional improvement and individual professional philosophy on the importance of coaching for instructional improvement. The items for each of these factors can be found in Table 3 of this study. Items six and twelve were dropped from the factor categories because they did not fit clearly in any single factor.

Related Literature

> All but the most mild changes require training in content or process. The messages of research on curriculum implementation are unequivocal: very little implementation will take place even in positive environments by highly motivated people unless training is provided.[1]

Training, as Bruce Joyce deals with it, is more than just a single-session presentation of theory which is so common in many school inservice programs. Through his research efforts with Beverly Showers, five components of the training process have been identified:

1. Presentation of theory or description of skill or strategy;
2. Modeling or demonstration of skills or models of teaching;

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[1]Michael Fullan and Alan Pomfret, "Research on Curriculum and Instruction Implementation," Review of Educational Research 47, no. 1 (Winter 1977): 335-397; Joyce, Hersh, and McKibben, 137.

3. Practice in simulated and classroom settings;

4. Structured and open-ended feedback (provision for information about performance);

5. Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom.)[1]

Each of these steps is essential to the process of not only "fine tuning" old skills, but even more important, of mastering new skills, if transfer is to occur for school improvement.

Other researchers also identify coaching techniques as key elements in the transfer process. Two of the six principles for effective staff development presented by Gordon Lawrence stressed coaching-type activities.[2] Fullan and Pomfret also pressed for "feedback mechanisms" (coaching) as necessary elements for implementation to occur.[3] Madeline Hunter has stressed that it takes countless hours with coaching for a transfer of training.[4]

Some researchers have recommended that the ideal

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[1]Bruce Joyce and Beverly Showers, "Improving In-Service Training: The Messages of Research," Educational Leadership 37 (February 1980): 380.

[2]Shepardson, 30-50.

[3]Fullan and Pomfret, 374.

[4]Madeline Hunter, "What's Wrong with Madeline Hunter?" Educational Leadership 42, no. 5 (February 1985): 60.

situation would be for teachers to coach other teachers,[1] thus eliminating the stigma of evaluation that is sometimes associated with the process when the principal does the coaching. Almost all researchers acknowledge, however, that the process can be provided as well by principals, curriculum supervisors, or consultants.[2]

Joyce and Showers have pushed for "[a] realignment of the resources committed to inservice education. . . . Training systems would create cadres of trained coaches at school sites."[3] Unfortunately, many principals remain uncomfortable with the process themselves and are, therefore, hesitant to take a teacher out of the classroom to coach a peer. It is the principal, then, who must become the initial link in this total inservice process.

The principal's role has already been researched by Tanner who found that teachers are more productive when

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[1]Bruce Joyce and Beverly Showers, "The Coaching of Teaching," Educational Leadership 40, no. 2 (October 1982): 7.

[2]Fullan and Pomfret, 374; Joyce and Showers, "Improving In-Service Training," 384; Madeline Hunter, "Knowing, Teaching, and Supervising," Using What We Know About Teaching, ed. Philip L. Horsford (Alexandria, VA: Association for Supervision and Curriculum Development, 1984), 183.

[3]Joyce and Showers, "Transfer of Training," 170.

their principals use coaching procedures.[1] Principals have been recognized for some time as key change agents in their schools.[2] McLaughlin and Marsh stress that the attitudes of managers (principals) "signal" how seriously teachers should make attempts at change and that the attitude of the principal is critical for long-term results or transfer.[3] The principal's role is crucial in establishing an atmosphere or climate for change. Coaching by the principal is a key factor in creating the climate to bring about a transfer of new skills into the classroom setting.

Statement of General Methodology

Instrumentation

A pair of questionnaires (one for principals and one for teachers) was developed to survey each group on the use of coaching techniques in their schools. The questions for the coaching activities section of the teachers' questionnaire and the principals' questionnaire were identical except for necessary grammatical changes. The reasons section (Part 2) of the principals' survey asked

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[1]James Roland Tanner, "Effects of Leadership, Climate, and Demographic Factors on School Effectiveness: An Action Research Project in Leadership Development" (Ph.D. diss., Case Western Reserve Univ., 1981), 178.

[2]Mazzarella, 184.

[3]McLaughlin and Marsh, 72.

them to rate possible reasons that affected the extent to which they utilized coaching techniques. A Likert-like scale was used for both questionnaires. The questionnaires were field tested for validity and reliability.

Sampling

Stratified random sampling was used to ensure that the largest school districts (those which tend to have assistant principals for their high schools) were represented in proportion to their actual population in the state. Of the three size groupings used, they were the smallest in total number of schools. Surveys were sent to the principals in 137 schools. In addition, a random sampling of teachers who had taught for at least one year with the principal was also selected. (Extra teachers were identified to allow for recent transfers, resignations, extended illnesses, etc.) Packets were sent to each school with the principal and the teachers to be surveyed identified.

CHAPTER 2

Review of the Literature

Introduction

Instructional improvement and its outcome, improved student learning, is a major expectation of all increased educational funding programs in states across the nation. In the last decade, the research has become available to show educators how to be more effective. Teachers no longer must learn to be good instructors based solely on intuition and individual experiences within the classroom. Programs like School Improvement Model (SIM), Teacher Expectations and Student Achievement (TESA), and Mastery Teaching (Madeline Hunter model) have organized the research on learning and presented it in formats so that teachers can readily become knowledgeable about the findings on a practical level.

A difficulty continues to lie, however, in bringing about a transfer of the knowledge to implementation. As adult learners, teachers have specific needs during and following the training process. Many of these needs depend on a changing leadership role of the principal--a role for which few principals are prepared in their preservice or inservice training.

Implementation and School Change

Following the "Decade of Reform" (1965-1975), it became clear that many reform efforts had failed.[1] The Rand study of federal government programs supporting educational change was commissioned to determine what went wrong, as well as what was effective.

Fullan and Pomfret note in "Research on Curriculum and Instruction Implementation" that there are four key reasons to study implementation: (1) ". . . we simply do not know what has changed unless we attempt to conceptualize and measure it directly"; (2) it is important "to understand some of the reasons why so many educational changes fail to become established"; (3) "failure to do so may result in implementation being ignored, or else being confused with aspects of the change process such as adoption (decision to use an innovation), or even the confusing of the determinants of the implementation with the implementation itself"; (4) "unless this [implementation studied separately from outcomes] is done, it may be difficult to interpret learning outcomes and to relate these to possible determinants."[2] The third reason Fullan and Pomfret define,

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[1]McLaughlin and Marsh, 59.

[2]Fullan and Pomfret, 336-39.

that of confusing implementation with adoption, has been particularly significant in relation to the many innovations that have come and gone in education. The Rand study was concerned with addressing this problem.

In an article on the Rand study, McLaughlin and Marsh note that effective project implementation (which results in learning and change) has two elements: staff training activities and training support activities.[1]

Staff training is similar to traditional inservice education which includes skill instruction in how to implement a new concept or technology in the classroom. Although projects can be implemented with only staff training, the results are short term without staff support activities. For long-range outcomes which result in the necessary teacher change in attitude and behavior, staff support activities such as "the contribution of classroom assistance by resource personnel, the use of outside consultants, project meetings, and teacher participation in project decisions"[2] are essential. These two factors of training and continuing support have also been summarized by Orlich in a review of several early studies by Roy Edelfelt, Gordon Lawrence, Alexander Nicholson and others, and Sam Yarger and others:

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[1]McLaughlin and Marsh, 76.

[2]McLaughlin and Marsh, 77.

1. Teachers will benefit from those inservice programs in which they have some voice in selecting the goals and activities.
2. Teachers in the field tend to be more influenced by school-oriented in-service programs rather than by college- or university-based courses.
3. The objectives of any in-service program should be clearly stated.
4. Individualized small group training exercises may produce more positive and lasting results than will programs which feature common activities for all participants.
5. If in-service training is to improve system operations significantly, then the teachers' personal goals and needs must coincide with those of the school district.
6. In-service training is more likely to be effective if adequate time is provided within the teacher's current work schedule.
7. Incentives must be identified for participants.
8. Involvement of the building principal in the in-service program is critical for success.
9. Evaluation of any aspect of the in-service is important, for it provides feedback so that

necessary adjustments can be made while the program is in operation.[1]

It is this feedback that Bruce Joyce and Beverly Showers have also focused on in their research. Using studies on the importance of feedback by Orme, Edwards, and Borg as a background, the two researchers began using the term "coaching" in the early 1980s to describe the process of feedback to help teachers "analyze the content to be taught and the approach to be taken, and [to make] very specific plans to help the student adapt to the new teaching approach."[2] One person who can have a powerful impact through the feedback process is the instructional leader in the building--the principal.[3] Berman and McLaughlin stress: "Projects having active support of the principal were most likely to fare well."[4] Principal participation in the training is seen as a key to developing this support.[5]

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[1]Donald C. Orlich, "Some Considerations for Effective In-Service Education," Clearing House 56 (January 1983): 197-202.

[2]Joyce and Showers, "Improving In-Service Training," 384.

[3]Fullan and Pomfret, 383; Paul Berman and Milbrey Wallin McLaughlin, Federal Programs Supporting Educational Change, Vol. VIII: Implementing and Sustaining Innovations (ERIC, ED 159 289, 1978), 30; McLaughlin and Marsh, 82-83; Griffin, 423; Hunter, "Knowing, Teaching, and Supervising," 183.

[4]Berman and McLaughlin, 30.

[5]Berman and McLaughlin, 34.

Another proponent of the principal's role as a knowledgeable participant in the coaching process is Madeline Hunter. She notes that only the principal has the clout to make a difference. She also stresses the importance of developing a collegiality between the principal and the teacher to develop a collaborative effort for effective instruction.[1] This collaborative decision-making is supported throughout the literature and is an essential element in adult learning theory as well.[2]

Adult Learning Theory

Until the early 1960s, it was assumed that adults were independent learners. Presented with new information, they were expected to implement what they had learned on their own because they were independent in most phases of their lives. In 1970, Malcolm Knowles published The Modern Practice of Adult Education: Andragogy Versus Pedagogy in which he defined andragogy as the art and science of helping adults learn. By 1984 he had clarified the andragogical process to include the following elements: (1) establishing a climate that includes collaborativeness and

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[1]Hunter, "Knowing, Teaching, and Supervising," 183.

[2]Fullan and Pomfret, 335-97; Berman and McLaughlin, 29; McLaughlin and Marsh, 69-94; Griffin, 414-25; Orlich, 197-202; Malcolm Knowles et al., Andragogy in Action: Applying Modern Principles to Adult Learning (San Francisco: Jossey-Bass, 1984).

supportiveness; (2) involving learners in mutual planning; (3) involving participants in diagnosing their own needs for learning; (4) involving learners in formulating their learning objectives; (5) involving learners in designing learning plans; (6) helping learners carry out their plans; and (7) involving learners in evaluating their learning.[1]

Gene Hall and Susan Loucks were also developing their Stages of Concern About the Innovation Model during the 1970s. The model, CBAM, defined the stages of "motivation, perceptions, attitudes, feelings and mental gyrations experienced by a person in relation to an innovation."[2] In moving through the six stages, adult learners were found to move from concerns about themselves to concerns about the task and finally to concerns about the impact of the innovation. Change was described as "a process rather than an event" which "entails an unfolding of experience and a gradual development of skill and sophistication in the use of an innovation; it is a developmental process which takes time."[3] It is during the stages that focus on the concerns

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[1]Knowles, 14-18.

[2]Gene E. Hall, "The Concerns-Based Approach to Facilitating Change," Educational Horizons 57, no. 4 (Summer 1979): 203.

[3]Hall, 204.

about the task when the coaching process is so significant.[1]

Coaching

At the beginning of the twentieth century, Frederick Winslow Taylor presented his Scientific Management principles to industry. Through task analysis, every job was reduced to a science which could be taught.

> Under the new [system], the teacher is welcomed; he is not an enemy but a friend. He comes there to try to help the man get bigger wages, to show him how to do something. It is the great mental change, the change in outlook that comes, rather than the details of it.[2]

Several decades later, the results of coaching activities presented in educational literature are remarkably similar.

A number of definitions have been presented for the coaching process. In their early writing, Joyce and Showers defined coaching as

> a collegial approach to the analysis of teaching for the purpose of integrating mastered skills and strategies into: (a) a curriculum, (b) a set of instructional goals, (c) a time span, and (d) a personal teaching style.[3]

Later, Showers further defined the concept as a

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[1]Joyce and Showers, "Improving In-Service Training," 380, 384.

[2]Frederick Winslow Taylor, "The Principles of Scientific Management," The Great Writings in Management and Organization Behavior, eds. Louis E. Boone and Donald W. Bowen (Tulsa: PennWell, 1980), 50.

[3]Joyce and Showers, "Transfer of Training," 170.

> means for analyzing the teaching situation, determining the appropriateness of the use of the skill, the adaptation of it to learners having various characteristics, and the adjustment of the skill to a variety of teaching situations.[1]

Hunter defined coaching as bringing "intuitive knowledge to a conscious level" so the teacher could "move from intuitive knowledge to articulated and deliberate knowledge."[2] Keys to the effectiveness of the process, according to Hunter, were collaborative decision-making and feedback.

The first formalized system for feedback to improve instruction originated through the work of Morris Cogan at Harvard in the 1950s. Cogan called his process "clinical supervision" and included seven phases in the instructional improvement process: (1) establishing a supervisor-teacher relationship; (2) collegial planning; (3) planning the classroom observation strategy; (4) observing the instruction; (5) analyzing the teaching and learning; (6) conferencing on the observation; and (7) renewing the planning for further improvement.[3]

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[1]Beverly Showers, "Transfer of Training: The Contribution of Coaching (Eugene, OR: Univ. of Oregon, 1983), 41.

[2]Ron Brandt, "On Teaching and Supervising: A Conversation with Madeline Hunter," Educational Leadership 42, no. 5 (February 1985): 64.

[3]Morris L. Cogan, Clinical Supervision (Boston: Houghton Mifflin, 1973).

Robert Goldhammer further refined the process by condensing Cogan's phases to only five: (1) preobservation conference; (2) observation; (3) analysis and strategy; (4) supervision conference; and (5) post conference analysis.[1] Goldhammer stressed: "The supervision we envisage is intended to increase teacher's incentives and skills for self-supervision and for supervising their professional colleagues."[2]

In an analysis of over two hundred studies on the effectiveness of training methods, Joyce and Showers began to focus on coaching, as they called the clinical supervision process, as a key factor in mastery of a new teaching approach. They included five components in the total training process, with coaching being the most significant:

1. Presentation of theory or description of the skill or strategy;
2. Modeling or demonstration of skills or models of teaching;
3. Practice in simulated and classroom settings;
4. Structured and open-ended feedback (provision for information about performance); and

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[1]Robert Goldhammer, Clinical Supervision: Special Methods for the Supervision of Teachers (New York: Holt, Rinehart and Winston, 1969).

[2]Goldhammer, 55.

5. Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom).[1]

In her study of "Transfer of Training: The Contribution of Coaching," Showers noted:

> Coaching occurs at the point where the trainee attempts to implement the new teaching strategy in the classroom. Coaches may be peers, supervisors, principals, college instructors, or others who are competent themselves in the utilization of the new approach to teaching. . . . In the classroom they coach the teacher as he/she takes the first halting steps toward the utilization of the model, help him/her figure out how to teach the students how to respond to it and to adapt it to match their characteristics, and provide support as the teacher takes the first steps toward utilization of the new model.[2]

Showers further defined the functions of coaching as "the provision of companionship, the giving of technical feedback, and the analysis of application."[3]

Hunter has focused on the principal as the key resource for the coaching process. Perhaps the main variation of her model for coaching from the original clinical supervision models has been the elimination of the preobservation conference. "The preobservation conference is a vestigial organ remaining from the days when observation of teaching

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[1]Joyce and Showers, "Improving In-Service Training," 380.

[2]Showers, 3.

[3]Showers, 3.

was a 'fuzzy' activity dependent on the intuition or bias of the supervisor."[1] If the principal is trained in the innovation with the teacher,[2] Hunter contends that the principal should already know what to expect in the observation and can use the time better in the actual observation and conference stages.[3]

It is during the conference stage that collaboration is so important. Fullan and Pomfret note that in the implementation process, two emphases have tended to emerge in the literature: a managerial perspective and a user perspective.[4] Similar to McGregor's Theory X,[5] the managerial perspective sees users as needing to be retrained and not as co-deciders in the process:

> implementation is seen as a problem of getting users to adhere to previously identified characteristics. . . . the emphasis upon establishing effective feedback mechanisms assumes

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[1]Hunter, "Let's Eliminate the Preobservation Conference," 69.

[2]Fullan and Pomfret, 383; McLaughlin and Marsh, 93; Griffin, 417; Berman and McLaughlin, 30; Showers, 3; Madeline Hunter, "Let's Eliminate the Preobservation Conference," Educational Leadership 43, no. 6 (March 1986): 69-70; Keith Acheson, The Principal's Role in Instructional Leadership, Bulletin Series, vol. 28, no. 8 (Eugene, OR: Univ. of Oregon, 1985).

[3]Hunter, "Let's Eliminate the Preobservation Conference," 30.

[4]Fullan and Pomfret, 379.

[5]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960).

> that users are essentially information-processing systems, and that if the data are clear and understandable, users will respond appropriately.[1]

This managerial perspective ignores the finding of the Rand studies that teachers need to be involved on a collaborative basis in the decision-making process for training and implementation.[2]

The user perspective identified by Fullan and Pomfret includes the user/teacher in the decision-making process:

> the user perspective assumes that users should decide or co-decide what innovations to implement and how to implement them. . . . The implementation process is seen as one of specifying the characteristics of implementation and developing ways of using them.[3]

More like McGregor's humanized Theory Y,[4] the user perspective depends on collaborative efforts such as coaching to be effective. Working together as colleagues to improve instruction through coaching, the principal and the teacher utilize adult learning concepts to ensure that the teacher is continually adding to the repertoire of strategies at his/her disposal.

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[1]Fullan and Pomfret, 380.

[2]McLaughlin and Marsh, 87; Berman and McLaughlin, 34.

[3]Fullan and Pomfret, 380.

[4]McGregor, 47.

Instructional Leadership and Coaching

One of the key elements that has emerged from Effective Schools research is that the principal plays a key role as the instructional leader in the building.[1] As James Weber notes in Instructional Leadership: Contexts and Challenges: "Instructional leadership is long-term dedication to instructional excellence, not a one-time resolution to 'get more involved with instruction.'" He stresses that "school leadership requires both an understanding of educational technique and a personal vision of academic excellence that can be translated into effective classroom strategies."[2] This understanding and vision, however, must be shared in the user perspective defined by Fullan and Pomfret, rather than mandated by the principal.

Sergiovanni and Carver describe the "new breed of teacher" that makes this collegial relationship even more significant. They note that today's teacher is "more assertive, more aggressive, more abrasive, and more autonomous while being less respectful of authority, less

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[1]Ronald R. Edmonds, "Some Schools Work and More Can," Social Policy 9, no. 5 (1979): 28-32; Wilbur Brookover et al., School Social Systems and Student Achievement: Schools Can Make a Difference (New York: Praeger, 1979); Lawrence W. Lezotte et al., School Learning Climate and Student Achievement (Tallahassee, FL: Florida State University, 1980).

[2]James R. Weber, Instructional Leadership: Contexts and Challenges, Bulletin Series, vol. 31, no. 3 (Eugene, OR: Univ. of Oregon, 1987), 2.

conforming and less malleable." In spite of this, however, teachers are "more interested in school development, in school learning, and in growing professionally." These can be complementary trends if the principal sees his/her role as one who "encourages, stimulates and motivates human talent."[1]

Setting an example for the "well-educated Indians with chief-like tendencies"[2] is an essential task for the effective instructional leader. One important role which the principal can establish is that of being a lifelong learner.[3] Ruck notes: "Among the many myths in education is the belief that when people receive a diploma, degree, or certificate, it is time for them 'to stop learning and start doing.'"[4] She stresses:

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[1]Thomas J. Sergiovanni and Fred D. Carver, The New School Executive: A Theory for Administration, 2nd ed. (New York: Harper and Row, 1980), 33-34.

[2]John Naisbitt, Megatrends: Ten New Directions Transforming Our Lives (New York: Warner Books, 1984), 223.

[3]John C. Daresh and James C. LaPlant, "Developing a Research Agenda for Administrator Inservice," Journal of Research and Development in Education, 18, no. 2 (1985): 39-43.

[4]Carolyn Ruck, Creating School Context for Collegial Supervision: The Principal's Role as Contractor, Bulletin Series, vol. 30, no. 3 (Eugene, OR: Univ. of Oregon, 1986), 14.

> Teachers and principals are both susceptible to this myth, which is dangerous not only because it limits individual potential, but also because it is counter to the idea of collegiality--of giving new ideas through shared expertise.[1]

Weber points out that it is the principal who establishes the institutional norms for collegiality and instructional improvement. "Direct influence can occur in observation and evaluation of teachers, for instance, or in reviewing curriculum."[2] In spite of a concern about the overlap with evaluation, many studies have shown that teachers prefer their principals as coaches. Richard Adams discovered in his research on teachers' perceptions that "78% of the teachers . . . go to the principal with instructional matters or concerns. They seek these principals out: they want them in their classrooms."[3] Rensis Likert wrote in the early 1960s that the successful principal "sees that each [teacher] is well trained for his particular job. . . . giving them relevant experience and coaching whenever the opportunity offers."[4]

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[1]Ruck, 15.

[2]Weber, Instructional Leadership, 10.

[3]Ron Brandt, "On Leadership and Student Achievement: A Conversation with Richard Adams," Educational Leadership 45, no. 1 (September 1987): 9-16.

[4]Rensis Likert, "An Integrating Principal and an Overview," The Great Writings in Management and Organizational Behavior, eds. Louis E. Boone and Donald D. Bowen (Tulsa: PennWell, 1980), 230.

Sergiovanni and Carver note research has shown that an important job satisfaction factor for teachers is dynamic and stimulating leadership. In addition, they indicate that a helpful principal who offers opportunities for professional growth is highly desirable.[1] Sullivan has stressed the value of clinical supervision or coaching for the experienced teacher. Quoting Goldstein, she notes:

> Traditional supervisory programs are often inappropriate for experienced teachers who need "something more imaginative, more forceful, more reciprocal and involving, perhaps a little less embarrassing and humiliating."[2]

Ruck points out that "[a] supervisor may not be able to 'teach it better,' but he or she can often 'see it better.'"[3] This is analogous to the athletic coach who is able to maximize the skills of the players without having the same high level of ability.[4]

When trained in clinical supervision or coaching, Snyder's study shows that principals "agree strongly that clinical supervision is a technology for helping teachers."[5]

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[1]Sergiovanni and Carver, 102.

[2]Cheryl Granade Sullivan, Clinical Supervision: A State of the Art Review (ERIC, ED 182 822, 1980), 33.

[3]Ruck, 18.

[4]Sullivan, 5; Joyce and Showers, "The Coaching of Teachers," 7-8.

[5]Karolyn J. Snyder et al., The Implementation of Clinical Supervision (ERIC, ED 213 666, 1982), 8.

Reasons Identified for Not Using Coaching

Principals and researchers generally identify four reasons for the failure to use coaching: (1) lack of time; (2) personal feelings of inadequacy as a coach because of a lack of training or practice; (3) individual professional philosophy on the value of coaching for instructional improvement; and (4) feelings about teacher attitudes toward improving instruction. Acheson summarizes:

> Our experience with principals in the field suggests that they often neglect this role; lack of time is usually given as the reason. There are other reasons. Interacting with teachers about their teaching can be a sticky business. They are often defensive and resentful. Principals often lack skill and training in the prerequisites for a good relationship.[1]

Hallinger also points out that "[p]rofessional norms which state that educational decision making is the teacher's domain also militate against strong instructional leadership."[2] Isherwood discovered that principals may not see the frequency of their coaching conferences as being significant because they think of their role as "'ceremonial' rather than change-oriented."[3] Almost half

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[1]Acheson, 20.

[2]Philip Hallinger and Joseph F. Murphy, "Assessing and Developing Principal Instructional Leadership," Educational Leadership 45, no. 1 (September 1987): 56.

[3]Geoffrey B. Isherwood, "Clinical Supervision: A Principal's Perspective," Journal of Educational Administration 21, no. 1 (Winter 1983): 19.

of the principals Goldsberry surveyed felt that their contribution to making meaningful improvements in the classroom was negligible. He also stressed a concern felt by many principals for the teacher's autonomy in the classroom.[1] Gene Hall and his associates would describe this principal as a "Responder" who views teachers as strong professionals who are able to carry out instruction with little guidance.[2] Sergiovanni would describe the same principal as a "Technical/Human Leader."[3]

John Goodlad wrote in A Place Called School that principals do not have the time to be instructional leaders.[4] Nottingham and Dawson stressed that administration must take the time.[5] Prince found that student achievement reflected the frequency of instructional

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[1]Lee Goldsberry et al., The Survey of Supervisory Practices (ERIC, ED 259 456, 1984).

[2]Gene E. Hall et al., "Effects of Three Principal Styles on School Improvement," Educational Leadership 41, no. 5 (February 1984): 22-29.

[3]Thomas J. Sergiovanni, "Leadership and Excellence in Schooling," Educational Leadership 41, no. 5 (February 1984): 4-13.

[4]John I. Goodlad, A Place Called School: Prospects for the Future (New York: McGraw-Hill, 1984).

[5]Marv Nottingham and Jack Dawson, Factors for Consideration in Supervision and Evaluation (ERIC, ED 284 343, 1987).

improvement (coaching) conferences by the principal.[1] Cawelti and Adkisson noted in a 1986 study of high school principals that although principals rate instructional improvement as a major concern, less than 40 percent of their time is spent on instructional improvement compared to 58 percent on management and operations.[2] Pellicer also reported that 90 percent of the principals surveyed in his study rated time taken by administrative detail as the main hindrance to instructional leadership.[3]

Manatt has argued that this may be an excuse: "'I don't have time to evaluate all my teachers,' . . . may seem more socially acceptable to say than 'I won't give it enough time,' or 'I don't know how.'"[4]

Feelings of inadequacy in the coaching process are often well founded by principals. Hallinger and Murphy note: "University-based administrative certification programs generally de-emphasize curriculum and instruction,

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[1]Julian D. Prince, "Preparing Principals as Instructional Leaders in Effective Schools: A Successful Plan of Action," Spectrum 2, no. 2 (Spring 1984): 3-10.

[2]Gordon Cawelti and Janice Adkisson, "ASCD Study Documents Changes Needed in High School Curriculum," Curriculum Update, August 1986: 1-10.

[3]Leonard O. Pellicer, "Providing Instructional Leadership--A Principal Challenge," NASSP Bulletin, October 1982: 27-31.

[4]Richard P. Manatt, "Lessons from a Comprehensive Performance Appraisal Project," Educational Leadership 44, no. 7 (April 1987): 8-14.

and there is a paucity of skill-oriented staff development programs for principals."[1] Cawelti adds another dimension: "The principals' level of confidence in instructional matters is not high and they are commonly rewarded more for a 'tight ship' than for a good science or art program."[2] Research by Gerald and Sloan shows, however, that principals are willing to work through their vulnerabilities and feelings of inadequacy if trained properly.[3]

These reasons for not using coaching are not unique to principals. In her study on "Transfer of Training," Showers notes:

> Teacher perceptions of the difficulties of transferring training in new teaching strategies to their active teaching repertoires centered on appropriateness of the models for their curriculum, time constraints, student response to the strategies, and personal feelings and preferences with respect to the new models of teaching.[4]

Her description of each of these has a one-to-one correspondence to the reasons principals express for not

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[1]Hallinger and Murphy, 55.

[2]Gordon Cawelti, "Training for Effective School Administrators," Educational Leadership 39, no. 5 (February 1982): 328.

[3]Virginia W. Gerald and Charles A. Sloan, "Inservice Education Program for Principals Promotes Effective Change," Catalyst 13 (Spring 1984): 12-14.

[4]Showers, 19.

using instructional improvement conferences more frequently with their teachers:

> Teacher's Reason: Appropriateness of the models for their curriculum.
>
> Principal's Reason: Individual professional philosophy on the value of coaching for instructional improvement.
>
> Teacher's Reason: Time constraints.
>
> Principal's Reason: Lack of time.
>
> Teacher's Reason: Student response to the strategies.
>
> Principal's Reason: Feelings about teacher attitudes toward improving instruction.
>
> Teacher's Reason: Personal feelings and preferences with respect to the new models of teaching, i.e., "feelings that the models were difficult to master, fears that student behavior problems would increase. . . , and anxiety about observers in the classroom."[1]
>
> Principal's Reason: Personal feelings of inadequacy as a coach because of a lack of training or practice.

These feelings appear to be shared by all adult educators as they learn something new and try to implement it into their standard practice.

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[1]Showers, 19.

Importance of Training for Principals

Like teachers, principals need to be treated as adult learners who are given the opportunity for active involvement in their learning and feedback for growth. Hunter points out:

> In assisting each principal to acquire the necessary skills, we need to follow those same universal principles of effective instruction that apply to students and to teacher preservice and inservice education rather than the more typical admonitions to principals that they should become educational leaders.[1]

The failure of administrative graduate programs to focus on instructional improvement is a major problem for principals. Inservice programs are becoming more available throughout the country to help principals to become the instructional leaders they are expected to be.[2] The availability of inservice, however, does not ensure that coaching will occur.

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[1]Hunter, "Knowing, Teaching, and Supervising," 184.

[2]Brandt, "On Teaching and Supervising," 65; Tanner, 4; Gerald and Sloan, 12-14; Prince, 3-10; Snyder, 1-7; Cawelti, 324-29; Manatt, 8-14; Robert E. Blum et al., "Leadership for Excellence: Research-Based Training for Principals," Educational Leadership 45, no. 1 (September 1987): 25-29; Alan Davis and Allan Odden, "How State Instructional Improvement Programs Affected Teachers and Principals," Phi Delta Kappan 67, no. 8 (April 1986): 590-93; David Holdzkom, "Appraising Teacher Performance in North Carolina," Educational Leadership 44, no. 7 (April 1987): 40-44; Barbara Nelson Paven, Clinical Supervision: Does it Make a Difference? (ERIC, ED 242 094, 1983).

Just as it is critical for teachers to learn using adult learning theory, it is also important for principals.[1] Also important is the opportunity for principals themselves to participate in coaching activities, whether it be with central office staff or with peers.[2]

Tanner's study shows that teachers are more productive in schools in which leadership styles include coaching,[3] yet research about the general effect on teaching is sketchy.[4] Even more significant for this study is the lack of research on effective administrative inservice.[5]

General Summary

Several conclusions can be derived from the literature which provide a background for this study:

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[1]Charlotte Springfield, "An Investigation of the Effects of the Outcomes of Two Training Designs Which Utilize Different Types of Practice During Principal Inservice" (Ph.D. diss., Florida State Univ., 1983); James L. Olivero and Lew Armistead, "Schools and Their Leaders--Some Realities About Principals," NASSP Bulletin 65, no. 447 (October 1981): 103-10.

[2]Tanner, 175; Springfield, 114; Olivero and Armistead, 103-10; Allan Odden and Beverly Anderson, "How Successful State Education Improvement Programs Work," Phi Delta Kappan 67, no. 8 (April 1986): 582-85.

[3]Tanner, 178.

[4]Nottingham and Dawson, 4; Goldsberry et al., 1.

[5]Daresh and LaPlant, 39-43.

Implementation and School Change

Long-term results from staff development training depend on follow-up activities.

Support from the building principal is critical for implementation.

A key way principals can encourage instructional improvement is through coaching activities.

Adult Learning Theory

A climate of collaborativeness and supportiveness improves adult learning.

Adults should be actively involved in diagnosing their needs and designing their learning plans.

Adults move through six stages of concern about innovations; when focused on concerns about the task, they benefit from coaching support.

Coaching

Coaching is a process where the teacher and the principal can work together as colleagues to improve instruction.

Instructional Leadership and Coaching

The principal must establish the building norms for lifelong learning, collegiality, and instructional improvement expectations.

Teachers prefer principals who are stimulating and offer opportunities for professional growth.

Principals tend to rate themselves higher than their teachers do in instructional leadership roles.

Reasons Identified for Not Using Coaching

Principals and teachers identify the following reasons for not implementing a change in their strategies:

1. Lack of time;
2. Personal feelings of inadequacy in implementing the change;
3. Personal philosophy regarding the impact/value of the change; and
4. Concerns about the reaction of others involved in the change.

Importance of Training for Principals

Administrators must be trained to be effective coaches for instructional improvement.

Adult learning theory and opportunities for follow-up should be a part of administrative training.

Little research has been done on effective inservice for administrators.

CHAPTER 3

Methodology

Introduction and Purpose

The purpose of this study was to determine the use of coaching (instructional improvement conferences) by high school principals in Iowa and to analyze the reasons they identified as having an impact on the frequency of their coaching activities.

The first component of the study involved a rating of the use of coaching activities in a building from the perspective of the principal and four building teachers. The difference between these scores was analyzed to determine if a principal's coaching activities were perceived by teachers in the same way as he/she intended them.

The second component of the study involved a rating of reasons which might affect the frequency of coaching activities. This analysis was only completed by the principals. Three statements were listed for each of four categories: (1) time considerations (Time Reasons); (2) personal feelings of inadequacy as a coach for instructional improvement (Inadequacy); (3) individual professional philosophy on the importance of coaching for instructional

improvement (Philosophy); and (4) perceived teacher attitudes toward improving instruction (Teacher Attitudes).

Construction of the Questionnaire

The questionnaires for this study were combined with the questionnaires of a fellow researcher because of the similarities of topics and the time in which they were being sent. It was felt that a combined effort would result in a better response than if two separate surveys were mailed to the same population. Therefore, Part 1 of each survey, as well as the last four items on each demographic page, were composed of the co-researcher's questions. None of those items were used in this study.

The questionnaire which was sent to the principals (Form P) consisted of three parts relevant to this study: (1) Coaching Activities (Part 2); (2) Reasons (Part 3); and (3) Demographics (Part 4). (See Appendix A.) The questionnaire which the teachers completed included two parts relevant to this study: (1) Coaching Activities (Part 2) and (2) Demographics (Part 3). (See Appendix B.)

The Coaching Activities listed for the principals' and teachers' surveys were identical except for the grammatical changes necessary to allow both groups to rate the principal's activities. Twelve items were listed based on discussions in the literature on coaching by Goldhammer,

Manatt, Hunter, Fischler, Joyce, and Reilkoff.[1] Each question represented an activity that had been identified in the literature as an important element in the coaching process. Subjects completed a Likert-type scale (Never, or almost never the case; Rarely or seldom the case; Sometimes the case; Regularly or often the case; and Always, or almost always the case) indicating the frequency of that activity in their building.

The Reasons section of the principal's questionnaire was composed of questions dealing with each of the following categories: (1) time factors which might limit coaching activities for instructional improvement; (2) personal feelings of inadequacy as a coach because of lack of training or practice; (3) individual professional philosophy on the value of coaching for instructional improvement; and (4) feelings about teacher attitudes toward improving instruction.

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[1]Goldhammer, 57-70; Richard Manatt, "Evaluating and Improving Teacher Performance," Photocopy, 1983-1986, 28-40; Madeline Hunter, "Six Types of Supervisory Conferences," Educational Leadership 37, no. 5 (February 1980): 408-12; Hunter, "Knowing, Teaching, and Supervising," 169-92; Hunter, "What's Wrong with Madeline Hunter?", 57-60; Brandt, "On Teaching and Supervising," 61-66; A. S. Fischler, "Confrontations: Changing Teacher Behavior Through Teacher Supervision," Improving In-Service Education, ed. Louis Rubin (Boston: Allyn Bacon, 1971), 181-85; Joyce, Hersh, and McKibben, 147-48; Theresa Reilkoff, "Advantages of Supportive Supervision over Clinical Supervision of Teachers," NASSP Bulletin 65, no. 448 (November 1981): 28-34.

The preliminary survey of the Reasons section was administered to a volunteer group of students enrolled in Educational Administration 242 at Drake University in August, 1986. Students were asked to comment on the items included and to suggest additional items which were considered significant in the use of instructional improvement conferences. (See Appendix C.) All students in the class had experience as a principal.

Based on their feedback, two items were dropped from the list:

> I do not know how to conduct an instructional improvement conference.
>
> I feel that my teachers should be autonomous in their own classroom.

One item was added:

> I feel my teachers have such a large number of preparations that they do not have time to schedule frequent instructional improvement conferences.

After the statements were developed, the items were randomly ordered so that the categorization of the items would not be apparent to the rater.

The Demographics sections of both questionnaires were basically identical except for a series of questions in the principal's questionnaire which was included for future research opportunities. Only the question dealing with the size of the school district was significant in this study.

The draft questionnaires (Appendix D) were then field tested in five high schools in the state: Ballard,

Burlington, Garwin, Marshalltown, and Tri-Center (Neola). Each school was selected because the principals had been involved in a post-graduate program at Drake or Iowa State University and would understand and maintain the integrity of the field test process. In each case, the principal was asked to select four teachers in the building from a random sample of six names. Surveys were completed two weeks apart by the principal and the four teachers. Although the overall correlation of the teachers' scores showed an acceptable reliability (r=.6965), an item-by-item correlation was conducted which resulted in the following changes in the Coaching Activities section:

> Item 6--I talk more than my principal does in the conference setting. (This had been a negative statement.)
>
> Item 10--My principal is part of the curriculum planning team in my school. ("Curriculum" was substituted for the word "instructional.")

After discussing the results with the dissertation committee, it was also decided to change the Likert scale on the Reasons section of the principals' questionnaire (Form P) based on one principal's indication of confusion. The scale in the final survey included these five choices: (1) Never, or almost never, affects the frequency of instructional improvement conferences; (2) Rarely affects the frequency of instructional improvement conferences; (3) Sometimes affects the frequency of instructional improvement conferences; (4) Regularly affects the frequency of

instructional improvement conferences; and (5) Always, or almost always, affects the frequency of instructional improvement conferences.

Selection of Sample

Because of the wide range of school sizes in the state of Iowa, it was decided that stratified random sampling should be used to ensure that the proportion of subjects randomly selected from each group was the same as the proportion of that group within the state public school system. A computer printout which showed total enrollment in grades ten through twelve was requested from the Iowa Department of Education for Iowa public high schools. An address label giving the principal's name was also requested for each public high school in the state. These names were checked against those listed the previous year in the Iowa Educational Directory published annually by the Iowa Department of Education. Because the study required that the principal had worked with the teacher for at least one school year to allow time for instructional improvement conferences (coaching), any buildings with new principals were dropped from the list.

After studying the enrollment figures of the high schools (along with the administrative personnel information for each district), it was determined that the size variables would be established based on the presence of an assistant principal in the building. None of the school

districts with 199 students or less had an assistant principal in the high school. Some school districts in the 200-599 student population range had assistant principals and some did not. All of the high schools with more than 600 students had assistant principals. The presence of an assistant principal was seen as a significant size variable in this study because of the additional time that might be available to the principal or because of the shift in responsibilities that might make instructional improvement more of a priority for a principal.

Using these categories, 319 schools were identified in Category 1 (1-199 students), 102 schools were identified in Category 2 (200-599 students), and 43 schools were identified in Category 3 (600 or more students).

Using a similar research design to study "Perceptions of the Supervisory Behavior of Secondary School Principals," Lawrence J. Marquit of the Research Council of America surveyed fifteen school districts using stratified random sampling.[1] It was further determined by this researcher that at least twenty to twenty-five cases would be statistically necessary for a correlation to be significant

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[1]Lawrence J. Marquit, Perceptions of the Supervisory Behavior of Secondary School Principals (ERIC, ED 020 579, 1968), 4.

at the .01 level,[1] and that the sample size should be increased by at least fifteen subjects for each variable in a multiple regression analysis.[2] A maximum of seven variables were identified for the study: the four Reasons (Form P, Part 3) and the three sizes of schools. A decision was made to send the survey to a stratified random sample of at least 125 high schools. A proportion of ninety-two schools in Category 1 (1-199 students), thirty-one schools in Category 2 (200-599 students), and fourteen schools in Category 3 (600 or more students) was established and identified.

A list of high schools to be surveyed was sent to the Iowa Department of Education with a request for a random sample of six teachers from each of the buildings. Although only four teachers would be surveyed, the additional teachers were requested to allow for mid-year resignations, transfers, extended illnesses, and other factors.

Collection of Data

A packet of materials was sent to the principal in each building in February, 1987. Included was an explanation letter to the principal (Appendix A), which was attached to

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[1]Walter R. Borg and Meridith Damien Gall, Educational Research: An Introduction, 4th ed. (New York: Longman, 1983), 265.

[2]Borg and Gall, 603.

the principal's survey, four copies of the teacher's survey with letters of explanation attached to them (Appendix B), and the list of the six teachers from which four should be identified to complete the survey. Teachers were requested to return their surveys to the office secretary who was to be instructed by the principal to mail all surveys to the researcher in the return envelope within a two-week time period.

The surveys were sent in early February because that was considered to be a less busy time in school districts. Although state athletic finals were during the month, the period when the principals and teachers would be completing the questionnaires was well after the start of the new semester and did not seem to conflict with key grading periods such as midterms or the end of the quarter.

Details concerning the response were as follows:

1. Surveys were completed by fifty-two principals (56.52 percent of sample) from Category 1 (1-199 students), twenty-one principals (67.74 percent of sample) from Category 2 (200-599 students), and ten principals (71.43 percent of sample) from Category 3 (600 or more students). Of the 137 principals who were mailed questionnaires, eighty-three returned them (60.58 percent).

2. Surveys were completed by 186 teachers (50.54 percent of sample) from Category 1 (1-199 students), sixty-eight teachers (54.84 percent of sample) from Category 2

(200-599 students), and thirty teachers (53.57 percent of sample) from Category 3 (600 or more students). A total of 284 teachers out of a possible 548 subjects returned the survey (51.82 percent).

Differences in data collection techniques among districts were considered to be minor. Seven packets of surveys that were returned to the researcher were not included in the analysis, however, for the following reasons: Form P was not completed/returned (five districts); Form P was filled out by a teacher (one district); and Form T appeared to be filled out by a teacher not on the random sample list sent with the packet of materials (one district).

Treatment of Data

After the data had been collected and coded, they were entered into the computer for statistical analysis. A Cronbach's coefficientalpha reliability analysis was run to determine if any questions should be eliminated from the Coaching Activities section (Part 2) or from the Reasons section (Form P, Part 3).

Hypotheses 1 and 2

Hypothesis 1 stated there would be a discrepancy between what principals feel they are doing in the coaching process and what their teachers perceive them to be doing. Hypothesis 2 stated that the discrepancy between principals'

and teachers' perceptions would be influenced by the size of the school.

A two by three analysis of variance was run by the size of schools (Categories 1, 2, and 3) to determine if there was a significant difference in the Principals' Coaching Scores and the Teachers' Coaching Scores (Part 2) and if those differences were significant based on the size of the school. Because there was a significant difference in the analysis, a Discrepancy Score was determined for each building using the Principal's Coaching Score and an average of the Teachers' Coaching Scores (Part 2) in the same building.

Hypotheses 3 and 4

Hypothesis 3 stated that the Reasons of time, feelings of inadequacy, philosophy on coaching, and teacher attitudes toward instructional improvement could predict Discrepancy Scores in a school district. Hypothesis 4 stated that there would be a correlation between the size of the school and the Reasons which can predict Discrepancy Scores.

Multiple regression was used to determine if the Reasons could predict Discrepancy Scores. This was also used to determine if the size of the school could predict Discrepancy Scores. Finally, it was used to establish if a combination of any of the Reasons with the size of the school could predict Discrepancy Scores. A correlation was

run to determine if there was a relationship between the size of the school and the Reason predictor variable.

Hypotheses 5 and 6

Hypothesis 5 stated that school size could predict Teachers' Coaching Scores. Hypothesis 6 stated that the principal's Reasons could predict Teachers' Coaching Scores.

Multiple regression was also used to analyze whether the size of the school or the principal's Reasons could predict coaching scores as perceived by the teachers only. Principal's Coaching Scores were eliminated from this part of the study because of the possible effect of the principal rating both the coaching being done and the reasons affecting the frequency of that coaching.

CHAPTER 4

Findings

Introduction

The basic problem for this study was to determine the use of coaching (instructional improvement conferences) by high school principals in Iowa and to analyze the reasons they identified as having an impact on the frequency of their coaching activities. To accomplish this goal, a pair of surveys was developed to send to a stratified random sample of high school principals in Iowa and to four teachers selected by random sample from each principal's building.

The Principals' Survey (Form P) included a twelve-item Coaching Activities section which requested a rating of coaching by the principal using a five-point Likert-like scale. In addition, the principals were asked to complete a Reasons section which listed twelve items randomly placed which represented four reasons that might affect the frequency of instructional improvement conferences: (1) time considerations (Time Reasons); (2) personal feelings of inadequacy as a coach (Inadequacy); (3) individual professional philosophy on the importance of coaching for instructional improvement (Philosophy); and (4) perceived

teacher attitudes toward improving instruction (Teacher Attitudes). Table 1 shows the survey items for each category.

The Teachers' Survey (Form T) included the twelve-item Coaching section from the Principals' Survey with the necessary grammatical changes to allow the teachers to rate the use of coaching by their principals. Both surveys included a Demographics section. The surveys were field-tested in five high schools in Iowa prior to being mailed in February, 1987.

The purpose of rating the Coaching Activities by both principals and a sample of their teachers was to determine if the principal's perception of the activity was the same as the teachers' perceptions in the building. The difference between these scores will be referred to as Discrepancy Scores throughout the remainder of the discussion. The Discrepancy Score was computed by subtracting the average of the Teachers' Coaching Scores in the building from the Principal's Coaching Score.

From a total population of 464 public high schools in Iowa, a stratified random sampling was identified to include ninety-two Category 1 schools (1-199 students), thirty-one Category 2 schools (200-599 students), and fourteen Category 3 schools (600 or more students).

Surveys were returned by 60.58 percent of the principals and 51.82 percent of the teachers. All four

Table 1

Questionnaire Items (Form P, Part 3) Corresponding to the Principal's Reasons Categories

Reason Category	Item Number	Item
Time Considerations (Time Reason)	3	I have too many teachers on my staff to do more conferences.
	8	I have too many other administrative duties to have the time for specific instructional improvement conferences.
	12	I feel my teachers have such a large number of preparations that they do not have the time to schedule frequent instructional improvement conferences.
Personal Feelings of Inadequacy as a Coach (Inadequacy)	1	I have not had an opportunity to practice doing instructional improvement conferences, so I feel uncomfortable with them.
	5	I feel uncomfortable suggesting that teachers might improve in areas that I was not very successful in when I was in the classroom.
	11	I feel my teachers are more knowledgeable about instructional improvement than I am.
Professional Philosophy of the Importance of Coaching (Philosophy)	2	I feel instructional improvement conferences should only be used for teachers having problems.
	7	I encourage my teachers to coach each other for instructional improvement.
	10	I do not feel instructional improvement conferences are important to do.

Table 1 (continued)

Reason Category	Item Number	Item
Perceived Teacher Attitudes toward Improving Instruction (Teacher Attitudes)	4	I have not used instructional improvement conferences in the past, so my teachers would feel threatened if I started now.
	6	I feel the teacher union in my school would fight the idea.
	9	I do not feel my experienced teachers want to change, and it would be a waste of time.

teachers completed the survey in 62.7 percent of the schools, three teachers completed the survey in 18.1 percent of the schools, two teachers completed the survey in 13.3 percent of the schools, and only one teacher completed the survey in 6.0 percent of the schools.

In the demographic data for principals, 66.3 percent had more than ten years of experience, 37.3 percent had more than a masters degree, 39.8 percent had not taken a professional development class in the last three years, 61.4 percent had experience with Madeline Hunter training, 12 percent had experience with SIM training, and 19.3 percent had experience with TESA training. The teachers reported that 59.9 percent of them had more than ten years of experience, 30.7 percent had more than a bachelors degree, 23.3 percent had not taken a professional development class in the last three years, 44 percent had experience with Madeline Hunter training, 3.2 percent had experience with SIM training, and 7 percent had experience with TESA training. Table 2 includes additional information for each of these categories.

One of the first tests run on the surveys was a reliability analysis to determine if any items should be deleted. In analyzing both the teachers' and the principals' responses in the Coaching Activities section using Cronbach's coefficient alpha, the reliability was considered good (.8277). In analyzing the reliability of

Table 2

Demographic Information[a]

Item	Principals				Teachers			
	All	1[b]	2[c]	3[d]	All	1[b]	2[c]	3[d]
Experience:								
0-2 years	3.6%	5.8%	—	—	8.5%	10.8%	4.4%	3.3%
3-5 years	10.8	15.4	4.8%	—	10.2	14.5	1.5	3.3
7-10 years	19.3	19.2	19.0	20.0%	21.5	20.4	27.9	13.3
More than 10 years	66.3	59.6	76.2	80.0	59.9	54.3	66.2	80.0
Degree:								
Bachelor's degree	—	—	—	—	69.4	74.7	64.7	46.7
Master's degree	61.4	65.4	66.7	30.0	28.9	23.1	35.3	50.0
Specialist's degree	25.3	26.9	28.6	10.0	1.4	1.6	—	3.3
Doctor's degree	12.0	5.8	4.8	60.0	0.4	0.5	—	—
Professional Development:								
Current year	30.1	32.7	23.8	30.0	30.4	28.1	35.3	33.3
1-3 years	30.0	28.8	38.1	20.0	46.3	44.3	54.4	40.0
4-6 years	20.5	21.2	14.3	30.0	12.0	15.7	4.4	6.7
More than 6 years ago	19.3	17.3	23.8	20.0	11.3	11.9	5.9	20.0

Table 2 (continued)

Item	Principals				Teachers			
	All	1[b]	2[c]	3[d]	All	1[b]	2[c]	3[d]
Effective Schools Training:								
Madeline Hunter	61.4	61.5	57.1	70.0	44.0	45.2	41.2	43.3
SIM	12.0	9.6	4.8	40.0	3.2	1.1	7.4	6.7
TESA	19.3	15.4	19.0	40.0	7.0	3.8	4.4	33.3

[a]From Form P, Part 4, and Form T, Part 3.

[b]Category 1 high school (1-199 students).

[c]Category 2 high school (200-599 students).

[d]Category 3 high school (600 or more students).

the principals' and the teachers' responses separately, however, the principals' coefficient alpha was only .7175, while the teachers' coefficient alpha was .8414. Based on an analysis of the individual group coaching responses, it was decided to drop the following questions from the analysis:

> Item 6: The teacher talks more than I do in the conference setting. Deleting this item would increase the alpha in all three analyses.
>
> Item 12: In addition to evaluation conferences as required by contract, I conduct at least two instructional improvement conferences a year for each of the teachers in my building. Deleting this item would increase the principals' alpha to .7209.
>
> Item 5: I give a copy of my classroom script or watch the videotape of the classroom with the teacher at the beginning of the conference. Deleting this item would increase the principals' alpha to .7367.

Dropping these three items resulted in a final coefficient alpha of .8160 for all coaching scores.

The reliability analysis was also run for the Reasons section which resulted in a Cronbach's coefficient alpha of .8048. Although the coefficient alpha could be increased by dropping three items, it was decided that because the results were acceptable, it would be of more value to run a factor analysis of the Reasons section to determine if the intended groups of Reasons were the same as those established in the factor analysis process. Because the sample was small for factor analysis, this was used as a clarification process rather than a statistical verification.

The factor analysis identified the following Factors:

Factor 1: Principal's attitude toward coaching (Attitude);

Factor 2: Time concerns (Time Factor); and

Factor 3: Principal's attitude toward the teacher's role in instructional improvement (Teacher Role).

Table 3 displays the questions and their loadings for each Factor.

Based on these new Factors, it was decided to drop the following items from the Reasons section of the questionnaire when discussing Factors:

Item 6: I feel the teacher union in my school would fight the idea. This item loaded almost equally in Factor 1 (Attitude) and Factor 2 (Time Factor). Although it loaded slightly higher in Factor 2, it did not fit clearly enough with the other items to keep it.

Item 12: I feel my teachers have such a large number of preparations that they do not have the time to schedule frequent instructional improvement conferences. This item loaded almost equally in Factor 1 (Attitude) and Factor 2 (Time Factor).

Throughout the remainder of the study, the Reasons section will be referred to in two ways for analysis. When the items are called "Reasons," they are grouped by the original four categories: (1) time considerations (Time Reasons); (2) personal feelings of inadequacy as a coach (Inadequacy); (3) professional philosophy on the importance of coaching (Philosophy); and (4) perceived teacher attitudes toward improving instruction (Teacher Attitudes). When the items are called "Factors," they are grouped based on the factor analysis: (1) principal's

Table 3

Questionnaire Items (Form P, Part 3) Corresponding to the Principal's Factor Categories

Factor Category	Factor Loading	Item Number	Item
Principal's Attitude Toward Coaching (Attitude)	.818	4	I have not used instructional improvement conferences in the past, so my teachers would feel threatened if I started now.
	.817	10	I do not feel instructional improvement conferences are important to do.
	.641	1	I have not had an opportunity to practice doing instructional improvement conferences, so I feel uncomfortable with them.
	.616	5	I feel uncomfortable suggesting that teachers might improve in areas that I was not very successful in when I was in the classroom.
	.535	2	I feel instructional improvement conferences should only be used with teachers having problems in the classroom.
Time Concerns (Time Factor)	.763	9	I do not feel my experienced teachers would want to change, and it would be a waste of time.
	.667	8	I have too many other administrative duties to have the time for specific instructional improvement conferences.
	.636	3	I have too many teachers on my staff to do more conferences.

Table 3 (continued)

Factor Category	Factor Loading	Item Number	Item
Principal's Attitude Toward the Teacher's Role in Instructional Improvement (Teacher Role)	.849	7	I have encouraged my teachers to coach each other for instructional improvement.
	.548	11	I feel my teachers are more knowledgeable about instructional improvement than I am.

attitude toward coaching (Attitude); (2) time concerns (Time Factor); (3) principal's attitudes toward the teacher's role in instructional improvement (Teacher Roles).

The basic difference between the two groupings is a combination of Inadequacy and Philosophy in the Reasons categories into the single Factor category of Attitude. Also, when studying the factor analysis information, it was determined that the descriptor should clarify that it was the principal's attitude toward the teacher's role in instructional improvement conferences, rather than the teacher's actual attitude toward instructional improvement.

Analysis of Hypotheses

Hypothesis 1

Hypothesis 1 stated that there would be a discrepancy between what principals feel they are doing in the coaching process and what the teachers perceive them to be doing.

An early analysis of all Coaching Scores (principals and teachers) using analysis of variance was conducted to determine if there was a significant difference between their Total Coaching Scores by the size of the school. Table 4 indicates that the difference between the Principals' and Teachers' Coaching Scores was significant at the .003 level. The analysis was carried further to a Coaching Activities item-by-item t-test. Table 5 indicates that of the twelve items, six had significant F values

Table 4

Analysis of Variance for Total Coaching Scores by Enrollment Category and Job Responsibility

Source	df	Mean Square	F	Significance of F
Enrollment Category[a]	2	68.466	0.896	0.409
Job Responsibility[b]	1	693.583	9.074	0.003
2-Way Interactions Enroll Type	2	107.624	1.408	0.246
Explained	5	206.950	2.707	0.021
Residual	316	76.440		
Total	321	78.473		

[a]Enrollment Categories are Category 1 (1-199 students), Category 2 (200-599 students), and Category 3 (600 or more students).

[b]Job Responsibilities are Principal or Teacher.

Table 5

t-Tests to Compare Responses of Principals and Teachers to Coaching Activities Items (Part 2)

Variable	n	mean	SD	F	2-tail prob.	Pooled Variance t	Pooled Variance df	Pooled Variance 2-tail prob.	Separate Variance t	Separate Variance df	Separate Variance 2-tail prob.
Item #1											
Principal	83	3.337	1.467								
Teacher	284	2.842	1.557	1.13	0.531	2.58	365	0.010	2.67	140.42	.008
Item #2											
Principal	83	4.675	0.767								
Teacher	284	4.683	0.796	1.08	0.696	-0.09	365	0.932	-0.09	137.87	.931
Item #3											
Principal	82	3.781	1.361								
Teacher	274	3.402	1.592	1.37	0.096	1.95	354	0.052	2.12	153.28	.035
Item #4											
Principal	82	3.732	1.155								
Teacher	278	3.360	1.404	1.48	0.039	2.19	358	0.029	2.43	158.18	.016
Item #5											
Principal	81	2.765	1.607								
Teacher	277	2.975	1.729	1.16	0.442	-0.97	356	0.331	-1.01	138.72	.313
Item #6											
Principal	83	2.964	0.847								
Teacher	283	2.410	0.896	1.12	0.556	5.01	364	0.000	5.17	140.21	.000

Table 5 (continued)

Variable	n	mean	SD	F	2-tail prob.	Pooled Variance t	Pooled Variance df	Pooled Variance 2-tail prob.	Separate Variance t	Separate Variance df	Separate Variance 2-tail prob.
Item #7											
Principal	83	3.843	0.848								
Teacher	282	3.344	1.147	1.83	0.002	3.68	363	0.000	4.33	178.94	.000
Item #8											
Principal	83	3.675	0.843								
Teacher	282	3.752	1.104	1.72	0.004	-0.59	363	0.557	-0.68	172.96	.498
Item #9											
Principal	82	3.720	0.920								
Teacher	283	3.441	1.120	1.48	0.037	2.05	363	0.041	2.29	157.20	.024
Item #10											
Principal	83	4.313	0.936								
Teacher	273	3.901	1.128	1.45	0.047	3.03	354	0.003	3.34	160.98	.001
Item #11											
Principal	82	3.683	1.076								
Teacher	265	3.245	1.248	1.35	0.116	2.86	345	0.004	3.10	154.27	.002
Item #12											
Principal	82	2.598	1.121								
Teacher	277	2.545	1.381	1.52	0.027	0.31	357	0.753	0.35	160.72	.725

(p=.05), and in analyzing the separate variance estimates further, all but two of these had significant t values. The t-test means of each item also showed that principals tended to rate themselves higher on the items. On only three items did they rate themselves lower than the teachers rated them: Item 2 (I make a scheduled conference to discuss my evaluation face-to-face with the teachers); Item 5 (I give a copy of my classroom script or watch the videotape of the classroom with the teacher at the beginning of the conference); and Item 8 (I point out strategies that were effective in the lesson and can point out research to support the strategies).

Based on these tests, the data support the hypothesis that there was a discrepancy between what principals feel they were doing in the coaching process and what their teachers perceive them to be doing.

Hypothesis 2

This hypothesis stated that the discrepancy between the principals' and the teachers' perceptions would be influenced by the size of the school. Using the analysis of variance which was also cited in Hypothesis 1, the graphic representation shown in Figure 1 indicates that the trends for Principals' Total Coaching Scores is upward as the size of the school increases, while the trend is downward for the Teachers' Total Coaching Scores. ANOVA did not show that the interaction is significant (p=.409). When Discrepancy

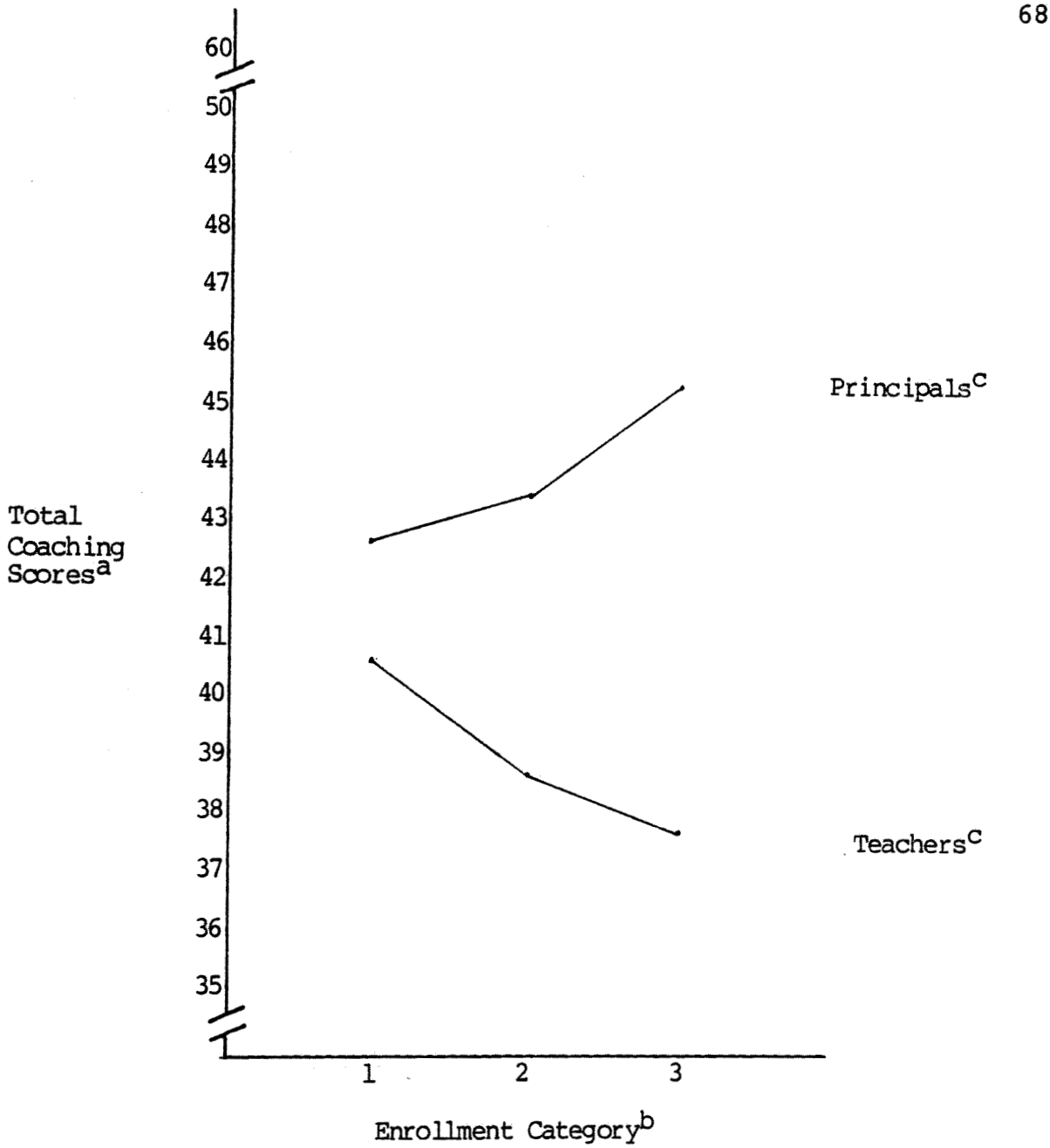

Figure 1

Analysis of Variance for Total Coaching Scores by Enrollment Category and Job Responsibility

[a]Sum of the 12 Likert responses on the Coaching Activities section (Part 2); 60 points are possible and indicate active coaching activities in the building.

[b]Enrollment Categories are Category 1 (1-199 students), Category 2 (200-599 students), and Category 3 (600 or more students).

[c]Job Responsibilities are Principal or Teacher.

Scores are used in a one-way ANOVA with size, however, the interaction is marginally significant (p=.0964).

Based on the findings in ANOVA in relation to the differences in the principals' and teachers' scores, as well as the t-test indication, a Discrepancy Score was calculated for each building in the sample. Table 6 displays the descriptive statistics on the Discrepancy Scores. These scores were used as the dependent variable in a multiple regression analysis to determine if the size of the school or the Factors could predict Discrepancy Scores. The size of the school (enrollment) was found to be a significant predictor variable of Discrepancy Scores with a regression coefficient of 2.150. The regression equation can be represented as follows:

$$\text{Discrepancy Score} = 4.345 - .405\ (\text{Attitude}) + 2.150\ (\text{size of school})$$

Hypothesis 3

This hypothesis stated that time, feelings of inadequacy, philosophy on coaching, and teacher attitudes toward instructional improvement can predict Discrepancy Scores in a school district.

Using the regrouped Reasons into the three Factors (Attitude, Time Factor and Teacher Roles), a multiple regression was run to determine if any of these variables could predict the dependent variable Discrepancy Scores. Only the principal's attitude toward coaching was found to

Table 6

Descriptive Statistics for Discrepancy Scores

n	82				
mean	3.845	range	42	standard error	.749
mode	2.500	minimum	-18	standard deviation	6.784
median	2.850	maximum	24	kurtosis	1.655
				skewness	.398

Note: A Discrepancy Score is the difference between the principal's Reliable Coaching Score and the average of the teachers' Reliable Coaching Scores within the same building. Reliable Coaching Scores include items #1 through #4 and #7 through #11 of the Coaching Activities (Part 2) of the survey.

be a significant predictor variable with a regression coefficient of -.405. The regression equation can be represented as follows:

$$\text{Discrepancy Score} = 4.345 - .405\ (\text{Attitude}) + 2.150\ (\text{size of school})$$

Hypothesis 4

This hypothesis stated that there is a correlation between the size of the school (enrollment) and the Reasons which can predict Discrepancy Scores.

A Pearson Correlation was run to determine if there was a correlation between the size of the school and Attitude, which was the only Factor that was found to be a predictor variable. No significant correlation was found ($p=.566$). Therefore, the null hypothesis was accepted. Size of the school was not correlated to the Factor which could predict Discrepancy Scores.

Hypotheses 5 and 6

Hypothesis 5 stated that school size can predict Teachers' Coaching Scores. Hypothesis 6 stated that the principals' Reasons can predict Teachers' Coaching Scores.

One concern about the use of the Discrepancy Score in the analysis was the possible carryover impact that the principal's rating of coaching activities might have on the way that same principal rated the reasons which affected the frequency of the conferences. A Pearson correlation was run

to determine this relationship (r=-.3383, p=.002). The negative correlation reflected the fact that as principals had higher Reasons scores (Part 3) for items which affected their frequency of coaching, they tended to have lower Coaching Scores (Part 2).

Because there was a significant correlation between the principals' Coaching Activity scores and Reasons scores, a number of multiple regression analyses were also run to look for a consistent pattern. Each analysis found the principal's attitude toward coaching to be the most important variable. Size of the school was only occasionally a predictor variable. In predicting the Teachers Coaching Scores alone, none of the variables--including size--were significant at the .05 level or even at the .10 level. The regression equations for these analyses are shown in Table 7.

Table 7

Summary of Multiple Regression Analyses (Hypotheses 5 and 6)

Dependent Variable	Independent Variables	Regression Equation
Total Coaching Scores[a] (all respondents)	Reasons #1-12[b]	TCS = 50.520 - 1.58 (Reason #1)[c] - 1.228 (Reason #8)[d] (p=.05)
	Reasons[e]	TCS = 49.063 - .990 (Inadequacy) (p=.05)
	Enrollment[f]	
Principal's Total Coaching[g] (Reliable)	Reasons	PTC = 3.547 - .857 (Inadequacy) (p=.05)
	Enrollment	
	Factors[h]	PTC = 39.631 - .543 (Attitude) (p=.05)
	Enrollment	
Teachers' Total Coaching[i] (Reliable)	Reasons Enrollment	none (p=.05 and .10)
	Factors Enrollment	none (p=.05 and .10)

Table 7 (continued)

[a]Total Coaching Score is the sum of the responses on the Coaching Activities section (Part 2) of the survey. This analysis includes the responses for all teachers and all principals.

[b]Individual Reasons from Part 3 of Form P are used.

[c]Reason #1—I have not had an opportunity to practice doing instructional improvement conferences so I feel uncomfortable with them.

[d]Reason #8—I have too many other administrative duties to have the time for specific instructional improvement conferences.

[e]A sum of the responses to Part 3, Form T are used.

[f]High school enrollment categories.

[g]A sum of Reasons 1-4 and 7-11 of the Coaching Activities (Part 2) of the Principal Survey (Form P).

[h]A regrouping of the Reasons based on a factor analysis test.

[i]A sum of Reasons 1-4 and 7-11 of the Coaching Activities (Part 2) of the Teacher Survey (Form T).

CHAPTER 5

Summary, Conclusions, Limitations, and Recommendations for Further Research

Summary

This study was conducted to determine the use of coaching (instructional improvement conferences) by high school principals in Iowa and to analyze the reasons they identified as having an impact on the frequency of their coaching activities. The sample population consisted of a stratified random sample of 137 high school principals and four teachers in their buildings. Data were gathered by means of two surveys. The Principal's Survey (Form P) requested a Likert-like rating by the principal of his/her Coaching Activities and the Reasons that affected the frequency of coaching. The Teacher Survey (Form T) requested a Likert-like rating of the principal's Coaching Activities. Both forms contained a Demographic section.

Six hypotheses were tested. The first hypothesis focused on whether there was a discrepancy between what principals felt they were doing in relation to coaching and what teachers perceived them to be doing. Using ANOVA and t-tests, it was determined that there was a discrepancy between the principals' perceptions of their activities and

the perceptions of their teachers. On almost all questions, principals rated themselves higher.

The second hypothesis addressed the impact that size of school had on Discrepancy Scores (the difference between the principal's Coaching Score and the average Coaching Score of the teachers in the building). As a transition step between Hypothesis 1 and 2, an ANOVA analysis showed that the trend for principals' total Coaching Scores was upward, while the trend was downward for the teachers' total Coaching Scores as the size of school increased. This interaction was not found to be significant. Multiple regression was also used to determine that size was a significant predictor of Discrepancy Scores within given buildings. In other words, there was not a significant difference in the pooled scores of the teachers and principals when the three sizes of the schools were compared, but when the analysis focused on differences in perceptions of principals and teachers within a building, size was a marginally significant predictor. As the size of the school became larger, the Discrepancy Score became larger, i.e., there was a greater difference between the principal's perception and the teachers' perceptions.

Hypothesis 3 addressed the significance of the Reasons/Factors principals identified which affected the frequency of coaching activities. Multiple regression was utilized to determine if any of the Factors could predict Discrepancy Scores in the building. Discrepancy Scores were

used because they were seen as more reflective of the actual coaching activities being conducted in the building. Only the Factor Attitude (which included the original Reasons Inadequacy and Philosophy) was found to be a significant predictor variable. As the principal's attitude had more impact on the frequency of instructional improvement conferences, Discrepancy Scores in the building decreased. A low Discrepancy Score indicated that principals and teachers perceived the principal's activities similarly. This may be due to the fact that because the principal does not believe in the importance of coaching, he/she has not done anything to remotely indicate a movement in that direction. Teachers, therefore, would not see any activity which would cause them to see anything different than the principal. A negative Discrepancy Score indicated teachers perceived the principals to be doing more than the principal felt he/she was doing.

Results of a Pearson correlation were used to reject Hypothesis 4 which addressed a possible correlation between the size of the school and any significant Reason/Factor predictor variable. There was no correlation between the size of the school and Attitude.

Hypotheses 5 and 6 were included because of a concern for the possible carryover impact of the principals rating both their coaching activities and the reasons which affected those activities. Each of these hypotheses

utilized the Teachers' Coaching Scores alone (rather than Discrepancy Scores) to determine if school size or the principal's Reasons/Factors which affected the frequency of coaching could be predictors. Using multiple regression, it was determined that neither size nor the principal's Reasons/Factors could predict Teachers' Coaching Scores.

Conclusions

1. There is a discrepancy between what principals perceive they are doing with coaching to improve instruction and what their teachers perceive them to be doing.

2. Principals rate their coaching activities higher than teachers rate them.

3. As the size of the school increases, the Discrepancy scores in the building increase.

4. As the principal's Attitude toward coaching (which includes feelings of inadequacy and personal philosophy) increasingly influences the frequency of instructional improvement conferences, the Discrepancy Scores decrease in the building.

5. Neither size of the school nor the principal's Attitude toward coaching can predict the Teachers' Coaching Scores.

Discussion

Although research has shown that the principal has a responsibility as an instructional leader in the building,

the perception of the practice of that role differs when viewed by the teacher and the principal. Perhaps that difference is due in part to the principal's heightened awareness of what should be done. The greater Disrepancy Scores for the larger school districts may reflect more awareness of the need for the coaching process through peer discussions, even though principals in larger districts in this study have been less involved in actual professional development classes than their colleagues in smaller districts. The discrepancy problem may also reflect knowledge on the principal's part but a lack of opportunity to comfortably transfer that knowledge into experience. Teachers and school-aged students are not the only learners who must deal with transfer-of-training skills.

As with any adult learner, principals must be provided with opportunities to participate in training procedures that result in opportunities to study the theoretical basis for coaching. They must be able to observe other principals who are relatively expert in the coaching process, and then practice those same skills in a safe environment. During practice sessions, they should be provided with feedback about the effectiveness of their trial efforts so that they can gain the confidence to implement coaching with their teachers in their building. Finally, they should be coached themselves. This final step is essential for implementation of all new skills, but it is especially important for the

principal learning to become a coach himself/herself.

In an effective coaching process, the learner and the coach develop a collegial relationship in which they draw on their combined strengths to develop the best strategies possible--whether that be improved instructional strategies for the teacher or improved coaching strategies for the principal. It is only as the principal becomes actively involved in the process as a learner that he/she can begin to understand its potential for the teachers in the building. Secondly, when teachers are aware that the principal is also working hard at improving supervision strategies, the message for professional growth is clear.

Perhaps one of the most significant trends for the 1990s will be the development of a collegial relationship between principals and teachers. Long overdue from the Rand study in the 1970s, it may finally come about because of expectations that the principal be an effective manager as well as a powerful instructional leader--two very time-consuming tasks. High expectations in both areas will force principals to reassess the value of all professional human resources within their buildings. This cannot happen, however, until principals have experienced for themselves the powerful impact of the coaching process.

Limitations

The principal in each building selected four teachers from a random sample of six names sent in the packet of

materials. This could have resulted in a selection of the four teachers who would have described the principal's activities more favorably.

No adjustment was made for the number of teachers in each school who returned surveys. The range was from one to four.

The principals rated their coaching activities and also the reason which affected the frequency of those activities. Their perceptions of their role may have an impact on how they view the impact of the reasons described.

Recommendations for Further Research

Additional study in regard to coaching for instructional improvement that could clarify and extend the findings from this current study include:

1. A follow-up study to determine if other demographic factors such as experience, education, professional development activities or additional administrators in the district have an impact on Coaching Activities or Reasons.

2. A study of the impact of the principal's attempt to change his/her instructional improvement conferences has on the teacher's perceptions of the process.

3. A follow-up study to determine the factors that create more discrepancy in perception in larger school districts.

4. A study to determine if there is a link between coaching activities by the principal and instructional

effectiveness by the teacher.

5. A study to determine the impact of the principal's personal coaching experiences as a learner on the collegiality that develops in the building.

6. A study to determine schools utilizing high or low frequency coaching activities by the principal--as opposed to discrepancies of perception--and the possible predictors of those activities.

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APPENDICES

APPENDICES

February 13, 1987

Dear Principal:

In our doctoral studies at Drake University, we have become interested in the evaluation process in Iowa high schools. This has been an especially timely issue in view of the new requirements for certification as an evaluator in Iowa schools. It is the purpose of our studies to discover the attitudes of high school principals and teachers toward evaluation instruments, and to further analyze what factors influence the frequency of instructional improvement conferences.

We would appreciate your contribution to this study by filling out the attached FORM P survey. In addition, we would like for you to select four teachers from the attached list and request that they fill out the FORM T surveys. Each teacher that you select from the list must have been evaluated by you at least once.

We have asked the teachers to return their completed surveys to your secretary who should return all five surveys to us when they are completed. A postage-paid envelope is enclosed for this purpose. If at all possible, we would appreciate the surveys being returned by February 28th.

In order to pair the responses by buildings for our study, we have numbered the questionnaires. Your answers, however, will be completely confidential.

Thank you for your assistance on our study. Your input will help to generate important information which can make upcoming staff development work on evaluation more meaningful. If you would like to receive a copy of the results of the total study, please give your name and address on a sheet of paper to the secretary and ask her to mail it to us in the return packet.

Sincerely,

Randy Flack

Jane E. Neff
Box 410
Nevada, Iowa 50201

FORM P

Part 1

PLEASE RESPOND TO THE FOLLOWING STATEMENTS BY CIRCLING THE NUMBER THAT CORRESPONDS TO YOUR LEVEL OF AGREEMENT WITH THE STATEMENT. USE THE FOLLOWING SCALE TO INDICATE YOUR LEVEL OF AGREEMENT.

1 = strong disagreement with the statement
2 = mild disagreement with the statement
3 = a neutral opinion about the statement
4 = mild agreement with the statement
5 = strong agreement with the statement

1.	The primary purpose of teacher evaluation should be to improve teacher performance.	1	2	3	4	5
2.	The teacher evaluation process is an effective method for identifying ways to improve teacher performance.	1	2	3	4	5
3.	The teacher evaluation process used in my school leads to improved teacher performance.	1	2	3	4	5
4.	The evaluation of a teacher's performance is essential to a teacher's professional growth.	1	2	3	4	5
5.	Teacher evaluation is necessary for the identification of weak or incompetent teachers.	1	2	3	4	5
6.	The primary purpose of teacher evaluation should be to determine the continuation or termination of employment.	1	2	3	4	5
7.	The teacher evaluation process encourages the teacher to evaluate his/her own teaching performance.	1	2	3	4	5
8.	The teacher evaluation process is a threatening experience for teachers.	1	2	3	4	5
9.	Teachers are comfortable when the principal makes an informal classroom observation.	1	2	3	4	5
10.	Teachers are comfortable when the principal makes a formal classroom observation.	1	2	3	4	5
11.	The principal's roles as evaluator and instructional leader are conflicting roles.	1	2	3	4	5
12.	The teacher evaluation process should be used to determine salaary level and/or pay increases.	1	2	3	4	5

FORM P

Part 2

AFTER READING EACH OF THE FOLLOWING STATEMENTS, PLEASE CIRCLE THE NUMBER TO THE RIGHT OF THE STATEMENT THAT MOST NEARLY DESCRIBES THE FREQUENCY OF THAT ACTIVITY IN YOUR BUILDING.

1 = Never, or almost never, the case
2 = Rarely or seldom the case
3 = Sometimes the case
4 = Regularly or often the case
5 = Always, or almost always, the case

1.	I keep a running script and/or videotape of what occurs verbally and non-verbally in the classroom when I observe a teacher.	1	2	3	4	5
2.	I make a scheduled conference to discuss my evaluation face-to-face with the teacher.	1	2	3	4	5
3.	I analyze the script or videotape before the conference to plan my points of discussion.	1	2	3	4	5
4.	I compare my observation of the lesson with the teacher's lesson plan for the period observed.	1	2	3	4	5
5.	I give a copy of my classroom script or watch the videotape of the classroom with the teacher at the beginning of the conference.	1	2	3	4	5
6.	The teacher talks more than I do in the conference setting.	1	2	3	4	5
7.	I encourage teachers to analyze their own teaching in the conference setting.	1	2	3	4	5
8.	I point out strategies that were effective in the lesson and can point out research to support the strategies.	1	2	3	4	5
9.	I help the teacher identify alternative strategies in problem areas and can cite research to support the strategies.	1	2	3	4	5
10.	I am part of the curriculum planning team in my school.	1	2	3	4	5
11.	I observe my teachers and give them feedback at least twice when we are instituting a new program.	1	2	3	4	5

12.	In addition to evaluation conferences as required by contract, I conduct at least two instructional conferences a year for each of the teachers in my building.	1	2	3	4	5

FORM P

Part 3

TO WHAT DEGREE DO EACH OF THE FOLLOWING FACTORS AFFECT THE FREQUENCY OF YOUR INSTRUCTIONAL IMPROVEMENT CONFERENCES? PLEASE CIRCLE THE NUMBER TO THE RIGHT OF THE ITEM THAT MOST NEARLY DESCRIBES YOUR SITUATION.

1 = Never, or almost never, affects the frequency of instructional improvement conferences
2 = Rarely affects the frequency of instructional improvement conferences
3 = Sometimes affects the frequency of instructional improvement conferences
4 = Regularly affects the frequency of instructional improvement conferences
5 = Always, or almost always, affects the frequency of instructional improvement conferences

1.	I have not had an opportunity to practice doing instructional improvement conferences, so I feel uncomfortable with them.	1	2	3	4	5
2.	I feel instructional improvement conferences should only be used for teachers having problems.	1	2	3	4	5
3.	I have too many teachers on my staff to do more conferences.	1	2	3	4	5
4.	I have not used instructional improvement conferences in the past, so my teachers would feel threatened if I started now.	1	2	3	4	5
5.	I feel uncomfortable suggesting that teachers might improve in areas that I was not very successful in when I was in the classroom.	1	2	3	4	5
6.	I feel the teacher union in my school would fight the idea.	1	2	3	4	5
7.	I have encouraged my teachers to coach each other for instructional improvement.	1	2	3	4	5
8.	I have too many other administrative duties to have the time for specific instructional improvement conferences.	1	2	3	4	5
9.	I do not feel my experienced teachers want to change, and it would be a waste of time.	1	2	3	4	5

10.	I do not feel instructional improvement conferences are important to do.	1	2	3	4	5
11.	I feel my teachers are more knowledgeable about instructional improvement than I am.	1	2	3	4	5
12.	I feel my teachers have such a large number of preparations that they do not have the time to schedule frequent instructional improvement conferences.	1	2	3	4	5

FORM P

Part 4

PRINCIPALS: TO COMPLETE THIS STUDY WE NEED INFORMATION ABOUT THE PERSONAL CHARACTERISTICS OF THE RESPONDENTS AND INFORMATION RELATED TO CURRENT TEACHER EVALUATION PRACTICES IN YOUR SCHOOL. PLEASE RESPOND TO THE FOLLOWING ITEMS BY MARKING THE RESPONSE THAT BEST DESCRIBES YOUR SITUATION.

1. Your Age:

   1) _____ under 30 2) _____ 30-39 3) _____ 40-49

   4) _____ over 50

2. Years of Administrative Experience:

   1) _____ 0-2 2) _____ 3-5 3) _____ 7-10

   4) _____ more than 10 years

3. Highest Degree Held:

   1) _____ Masters 2) _____ Specialist 3) _____ Doctorate

4. Most Recent Enrollment in a College Course for Professional Development:

   1) _____ current year 2) _____ 1 to 3 years

   3) _____ 4 to 6 years 4) _____ more than 6 years ago

5. Training in Effective Schools Techniques:

   1) _____ Madeline Hunter 2) _____ SIM 3) _____ TESA

6. Journals you Read Completely, on a Monthly Basis:

   1) _____ Phi Delta Kappan

   2) _____ Educational Leadership

   3) _____ National Forum

   4) _____ NASSP Bulletin

   5) _____ Education Digest

   6) _____ Journal of Curriculum & Supervision

7. Number of Secondary Principals in Your District:

   1) _____ 1 2) _____ 2-4 3) _____ more than 4

8. Number of Assistant Principals in Your Building:

   1) _____ 0 2) _____ 1 3) _____ 2

   4) _____ more than 2

9. High School Enrollment (Grades 10-12) in School Where You Are Employed:

   1) _____ less than 200 2) _____ 200-600

   3) _____ more than 600 students

10. How often do you complete the formal evaluation process with each probationary teacher?

    1) _____ not at all 2) _____ once each semester

    3) _____ once each year 4) _____ once every two years

    5) _____ other (please explain) _____

11. How often do you complete the formal evaluation process with each tenured teacher?

    1) _____ not at all 2) _____ once each semester

    3) _____ once each year 4) _____ once every two years

    5) _____ other (please explain) _____

12. On the average, how often do you observe each classroom teacher in your building, other than for a formal observation?

    1) _____ not at all 2) _____ 1-3 times a year

    3) _____ 4-6 times a year 4) _____ more than 6 times a year

13. Have you recommended the termination of a classroom teacher's contract, based on your formal evaluation of that teacher's teaching performance?

    1) _____ Yes 2) _____ No

APPENDIX B

LETTER AND TEACHER SURVEY (FORM T)

February 13, 1987

Dear Teacher:

In our doctoral studies at Drake University, we have become interested in the evaluation process in Iowa high schools. This has been an especially timely issue in view of the new requirements for certification as an evaluator in Iowa schools. It is the purpose of our studies to discover the attitudes of high school principals and teachers toward evaluation instruments, and to further analyze what factors influence the frequency of instructional improvement conferences. Your input will help to generate important information to improve the quality of these educational processes.

We would appreciate your contribution to this study by taking ten minutes to fill out the attached survey. Your principal will also be filling out a similar survey. In order to pair the responses by buildings for our study, we have numbered the questionnaires. Your answers, however, will be completely confidential. If you wish, you may seal your survey in an envelope before you return it to your principal's secretary. She will mail all of the surveys from your building to us at the same time.

We would appreciate a response from your building no later than February 28th. If you are interested in receiving a copy of the results of our total study, please give your name and address on a sheet of paper to the secretary, and she will mail it to us in the return packet.

Thank you for your assistance on our study.

Sincerely,

Randy Flack

Please return to the principal's office by:

_____

Jane E. Neff
Box 410
Nevada, Iowa 50201

FORM T

Part 1

PLEASE RESPOND TO THE FOLLOWING STATEMENTS BY CIRCLING THE NUMBER THAT CORRESPONDS TO YOUR LEVEL OF AGREEMENT WITH THE STATEMENT. USE THE FOLLOWING SCALE TO INDICATE YOUR LEVEL OF AGREEMENT.

1 = strong disagreement with the statement
2 = mild disagreement with the statement
3 = a neutral opinion about the statement
4 = mild agreement with the statement
5 = strong agreement with the statement

1.	The primary purpose of teacher evaluation should be to improve teacher performance.	1	2	3	4	5
2.	The teacher evaluation process is an effective method for identifying ways to improve teacher performance.	1	2	3	4	5
3.	The teacher evaluation process used in my school leads to improved teacher performance.	1	2	3	4	5
4.	The evaluation of a teacher's performance is essential to a teacher's professional growth.	1	2	3	4	5
5.	Teacher evaluation is necessary for the identification of weak or incompetent teachers.	1	2	3	4	5
6.	The primary purpose of teacher evaluation should be to determine the continuation or termination of employment.	1	2	3	4	5
7.	The teacher evaluation process encourages the teacher to evaluate his/her own teaching performance.	1	2	3	4	5
8.	The teacher evaluation process is a threatening experience for teachers.	1	2	3	4	5
9.	Teachers are comfortable when the principal makes an informal classroom observation.	1	2	3	4	5
10.	Teachers are comfortable when the principal makes a formal classroom observation.	1	2	3	4	5
11.	The principal's roles as evaluator and instructional leader are conflicting roles.	1	2	3	4	5
12.	The teacher evaluation process should be used to determine salary level and/or pay increases.	1	2	3	4	5

FORM T

Part 2

AFTER READING EACH OF THE FOLLOWING STATEMENTS, PLEASE CIRCLE THE NUMBER TO THE RIGHT OF THE STATEMENT THAT MOST NEARLY DESCRIBES THE FREQUENCY OF THAT ACTIVITY IN YOUR BUILDING.

1 = Never, or almost never, the case
2 = Rarely or seldom the case
3 = Sometimes the case
4 = Regularly or often the case
5 = Always, or almost always, the case

1.	My principal keeps a running script and/or videotapes of what occurs verbally and non-verbally in the classroom when I am being observed.	1	2	3	4	5
2.	My principal makes a scheduled conference to discuss my evaluation face-to-face with me.	1	2	3	4	5
3.	My principal analyzes the script or videotape before the conference to plan the points of discussion.	1	2	3	4	5
4.	My principal compares the observation of the lesson with my lesson plans for the period observed.	1	2	3	4	5
5.	My principal gives me a copy of the classroom script or watches the videotape of my lesson with me at the beginning of the conference.	1	2	3	4	5
6.	I talk more than my principal does in the conference setting.	1	2	3	4	5
7.	My principal encourages me to analyze my own teaching in the conference setting.	1	2	3	4	5
8.	My principal points out strategies that were effective in my lesson and can point out research to support the strategies.	1	2	3	4	5
9.	My principal helps me identify alternative strategies in problem areas and can cite research to support the strategies.	1	2	3	4	5
10.	My principal is a part of the curriculum planning team in our school.	1	2	3	4	5

11.	My principal observes teachers and gives them feedback at least twice when we are instituting a new program.	1	2	3	4	5
12.	In addition to evaluative conferences as required by contract, my principal conducts at least two instructional conferences a year for each of the teachers in my building.	1	2	3	4	5

FORM T

Part 3

TEACHERS: TO COMPLETE THIS STUDY WE NEED INFORMATION ABOUT THE PERSONAL CHARACTERISTICS OF THE RESPONDENTS AND INFORMATION RELATED TO CURRENT TEACHER EVALUATION PRACTICES IN YOUR SCHOOL. PLEASE RESPOND TO THE FOLLOWING ITEMS BY MARKING THE RESPONSE THAT BEST DESCRIBES YOUR SITUATION.

1. Your Age:

   1) _____ under 25 2) _____ 25-30 3) _____ 31-40

   4) _____ over 40

2. Years of Teaching Experience:

   1) _____ 0-2 2) _____ 3-6 3) _____ 7-10

   4) _____ more than 10 years

3. Highest Degree Held:

   1) _____ Bachelor 2) _____ Masters 3) _____ Specialist

   4) _____ Doctorate

4. Most Recent Enrollment in a College Course for Professional Development:

   1) _____ current year 2) _____ 1 to 3 years

   3) _____ 4 to 6 years 4) _____ more than 6 years ago

5. Training in Effective Schools Techniques:

   1) _____ Madeline Hunter 2) _____ SIM 3) _____ TESA

6. High School Enrollment (Grades 10-12) in School Where You Are Employed:

   1) _____ less than 200 2) _____ 200-600

   3) _____ more than 600 students

7. How often are your teaching skills formally evaluated by the administrator responsible for teacher evaluation in your building?

   1) _____ not at all 2) _____ once each semester

   3) _____ once each year 4) _____ once every two years

   5) _____ other (please explain) _____

8. On the average, how often are you observed in the classroom, by your building administrator, on an informal basis?

   1) _____ not at all 2) _____ once a year

   3) _____ twice a year 4) _____ three times a year

   5) _____ four times a year 6) _____ more than four times a year

9. Have you been faced with the termination of your teaching contract, based on the formal evaluation of your teaching performance?

   1) _____ Yes 2) _____ No

10. Has the contract of a teacher in your building been terminated, based on the formal evaluation of teaching performance?

   1) _____ No

   2) _____ yes, within the past year

   3) _____ Yes, within the past two years

   4) _____ Yes, within the past three years

   5) _____ Yes, but not within the past three years

APPENDIX C

MEMO AND PRELIMINARY INSTRUMENT

TO: Students in Ed Ad 242 (School Business & Building Management)

FROM: Jane E. Neff, Curriculum & Instruction Doctoral Student

DATE: August 1, 1986

RE: Attached survey

The attached survey is preliminary in nature to generate a list of possible factors affecting the use of instructional improvement conferences by principals. If you have been a principal but are not now, please answer based on your experience at the time you were in the position.

Instructional improvement conferences are those which are conducted by a principal following classroom observation. The purpose of the conference is to discuss the strengths and weaknesses of the teacher's lesson and to discuss possible alternatives in the teaching techniques. Instructional improvement conferences are <u>in addition</u> to yearly evaluation conferences conducted for the purpose of determining continued employment.

Thank you for your help in identifying these key factors. I will be especially interested in any additional factors which you identify as important to you.

PRELIMINARY SURVEY

1. Please indicate your current position:

_____ Superintendent

_____ Assistant Superintendent

_____ Principal

_____ Assistant Principal

_____ Teacher

_____ Other _____

2. Are you, or have you ever been, a principal in a school building?

_____ Yes _____ No

If yes, please indicate the length of time you have served as principal:

_____ 1-5 years

_____ 5-10 years

_____ 10+ years

If you have never been a principal, please stop here.

3. How frequently do you hold a scheduled instructional improvement conference with each of your teachers to discuss specific behaviors observed in the classroom setting?

_____ Once a month

_____ Once a quarter

_____ Once a semester

_____ Once a year

_____ As needed for problems

4. How frequently would you like to hold instructional improvement conferences?

_____ Once a month

_____ Once a quarter

_____ Once a semester

_____ Once a year

_____ As needed for problems

5. To what degree do the following factors affect the frequency of your instructional improvement conferences?

Please put the correct number indicating your answer in the blank preceding the item.

Key: 1 = Never, or almost never, has an effect
2 = Rarely has an effect
3 = Sometimes has an effect
4 = Often has an effect
5 = Always, or almost always, has an effect

_____ I have not had an opportunity to practice doing instructional improvement conferences, so I feel uncomfortable with them.

_____ I feel instructional improvement conferences should only be used for teachers having problems.

_____ I have too many teachers on my staff to do more conferences.

_____ I have not used instructional improvement conferences in the past, so my teachers would feel threatened if I started now.

_____ I feel uncomfortable suggesting that teachers might improve in areas I was not very successful in when I was in the classroom.

_____ I do not know how to conduct an instructional improvement conference.

_____ I feel the teacher union in my school would fight the idea.

_____ I feel that my teachers should be autonomous in their own classroom.

_____ I have encouraged my teachers to coach each other for instructional improvement.

_____ I have too many other administrative duties to have the time for specific instructional improvement conferences.

_____ I do not feel my experienced teachers want to change, and it would be a waste of time.

_____ I do not feel instructional improvement conferences are important to do.

_____ I feel my teachers are more knowledgeable about instructional improvement than I am.

6. Are there any other factors which you feel are significant in your use of instructional improvement conferences? Please list them.

525 Hickory Place
Nevada, Iowa 50201
October 23, 1986

In our doctoral studies at Drake University, we have become interested in the evaluation process in Iowa high schools. This has been an especially timely issue in view of the new requirements for certification as an evaluator in Iowa schools. It is the purpose of our studies to discover the attitudes of high school principals and teachers toward evaluation instruments, and to further analyze what factors influence the frequency of instructional improvement conferences.

We would appreciate your contribution to this study by filling out the attached FORM P survey. In addition, we would like for you to select four teachers from the attached list and request that they fill out the FORM T surveys. Each teacher that you select from the list must have taught in your building for at least one year.

We have asked the teachers to return their completed surveys to your secretary who should return all five surveys to us when they are completed. If at all possible, we would appreciate this being accomplished in a two-week time period.

In order to pair the responses by buildings for our study, we have numbered the questionnaires. Your answers, however, will be completely confidential.

Thank you for your assistance on our study. If you would like to receive a copy of the results of the total study, please give your name and address on a sheet of paper to the secretary and ask her to mail it to us in the return packet.

Sincerely,

Randy Flack

Jane E. Neff

APPENDIX D

LETTER AND FIELD TEST INSTRUMENTS

14.	The teacher evaluation process is used to determine termination or continuation of employment.	1	2	3	4	5
15.	The teacher evaluation process contributes to the development of a cooperative atmosphere between the teacher and the principal.	1	2	3	4	5

FORM P

Part 2

After reading each of the following statements, please circle the number to the right of the statement that most nearly describes the frequency of that activity in your building.

Key: 1 - Never, or almost never, the case
2 - Rarely or seldom the case
3 - Sometimes the case
4 - Regularly or often the case
5 - Always, or almost always, the case

1.	I keep a running script and/or videotape of what occurs verbally and non-verbally in the classroom when I observe a teacher.	1	2	3	4	5
2.	I make a scheduled conference to discuss my evaluation face-to-face with the teacher.	1	2	3	4	5
3.	I analyze the script or videotape before the conference to plan my points of discussion.	1	2	3	4	5
4.	I compare my observation of the lesson with the teacher's lesson plan for the period observed.	1	2	3	4	5
5.	I give a copy of my classroom script or watch the videotape of the classroom with the teacher at the beginning of the conference.	1	2	3	4	5
6.	I do not talk more than the teacher does in the conference setting.	1	2	3	4	5
7.	I encourage teachers to analyze their own teaching in the conference setting.	1	2	3	4	5
8.	I point out strategies that were effective in the lesson and can point out research to support the strategies.	1	2	3	4	5
9.	I help the teacher identify alternative strategies in problem areas and can cite research to support the strategies.	1	2	3	4	5
10.	I am part of the instructional team in my school.	1	2	3	4	5
11.	I observe my teachers and give them feedback at least twice when we are instituting a new program.	1	2	3	4	5

12.	In addition to evaluation conferences as required by contract, I conduct at least two instructional conferences a year for each of the teachers in my building.	1 2 3 4 5

FORM P

Part 3

To what degree do each of the following factors affect the frequency of your instructional improvement conferences? Please circle the number to the right of the item that most nearly describes your situation.

Key: 1 - Never, or almost never, has an effect
2 - Rarely has an effect
3 - Sometimes has an effect
4 - Regularly has an effect
5 - Always, or almost always, has an effect

1.	I have not had an opportunity to practice doing instructional improvement conferences, so I feel uncomfortable with them.	1	2	3	4	5
2.	I feel instructional improvement conferences should only be used for teachers having problems.	1	2	3	4	5
3.	I have too many teachers on my staff to do more conferences.	1	2	3	4	5
4.	I have not used instructional improvement conferences in the past, so my teachers would feel threatened if I started now.	1	2	3	4	5
5.	I feel uncomfortable suggesting that teachers might improve in areas that I was not very successful in when I was in the classroom.	1	2	3	4	5
6.	I feel the teacher union in my school would fight the idea.	1	2	3	4	5
7.	I have encouraged my teachers to coach each other for instructional improvement.	1	2	3	4	5
8.	I have too many other administrative duties to have the time for specific instructional improvement conferences.	1	2	3	4	5
9.	I do not feel my experienced teachers want to change, and it would be a waste of time.	1	2	3	4	5

10.	I do not feel instructional improvement conferences are important to do.	1	2	3	4	5
11.	I feel my teachers are more knowledgeable about instructional improvement than I am.	1	2	3	4	5
12.	I feel my teachers have such a large number of preparations that they do not have the time to schedule frequent instructional improvement conferences.	1	2	3	4	5

FORM P

Part 4

PLEASE INDICATE:

1. Your Age:

   1) _____ under 30 2) _____ 30-39 3) _____ 40-49

   4) _____ over 50

2. Years of Administrative Experience:

   1) _____ 0-2 2) _____ 3-5 3) _____ 7-10

   4) _____ more than 10

3. High School Enrollment (Grades 10-12):

   1) _____ less than 200 2) _____ 200-600

   3) _____ more than 600

4. Highest Degree Held:

   1) _____ Masters 2) _____ Specialist 3) _____ Doctorate

5. Number of Assistant Principals in Your Building:

   1) _____ 0 2) _____ 1 3) _____ 2

   4) _____ more than 2

6. Number of Secondary Principals in Your District:

   1) _____ 1 2) _____ 2-4 3) _____ more than 4

7. Your most recent enrollment in a College Course for Professional Development:

   1) _____ current year 2) _____ 1-3 years

   3) _____ 4-6 years 4) _____ more than 6 years

8. Training in Effective Schools Techniques:

   1) _____ Madeline Hunter 2) _____ SIM 3) _____ TESA

   4) _____ Clinical Supervision

9. Journals you read completely on a monthly basis:

   1) _____ Phi Delta Kappan

   2) _____ Educational Leadership

   3) _____ National Forum

   4) _____ NASSP Bulletin

   5) _____ Education Digest

   6) _____ Journal of Curriculum & Supervision

10. How often do you complete the formal evaluation process with each probationary teacher?

   1) _____ once each semester

   2) _____ once each year

   3) _____ once every two years

   4) _____ as needed

11. How often do you complete the formal evaluation process with each tenured teacher?

   1) _____ once each semester

   2) _____ once each year

   3) _____ once every two years

   4) _____ as needed

12. How often do you observe each classroom teacher in your building other than for formal observation?

   1) _____ not at all 2) _____ 1-3 times a year

   3) _____ 4-6 times a year 4) _____ more than 6 times a year

13. Have you recommended the termination of a classroom teacher based on your formal evaluation of teaching skills?

   1) _____ Yes 2) _____ No

FORM T

INTRODUCTION

In our doctoral studies at Drake University, we have become interested in the evaluation process in Iowa high schools. This has been an especially timely issue in view of the new requirements for certification as an evaluator in Iowa schools. It is the purpose of our studies to discover the attitudes of high school principals and teachers toward evaluation instruments, and to further analyze what factors influence the frequency of instructional improvement conferences.

We would appreciate your contribution to this study by filling out the attached survey. Your principal will also be filling out a similar survey. In order to pair the responses by buildings for our study, we have numbered the questionnaires. Your answers, however, will be completely confidential. If you wish, you may seal your survey in an envelope before you return it to your principal's secretary. She will mail all of the surveys from your building to us at the same time.

We would appreciate a quick response to this survey. If you are interested in receiving a copy of the results of our total study, please give your name and address on a sheet of paper to the secretary, and she will mail it to us in the return packet.

Thank you for your assistance on our study.

Randy Flack Jane E. Neff

Please return by _____

FORM T

Part 1

Please circle the number that most nearly describes your level of agreement with each of the following statements. (1 = strong disagreement with the statement; 5 = strong agreement with the statement)

1.	The teacher evaluation process is a threatening experience for teachers.	1	2	3	4	5
2.	The principal's role as evaluator and instructional leader are conflicting roles.	1	2	3	4	5
3.	Teacher evaluation is an essential part of the total educational program.	1	2	3	4	5
4.	The teacher evaluation process is essential to a teacher's professional growth.	1	2	3	4	5
5.	Teacher evaluation leads to improved instruction.	1	2	3	4	5
6.	Teacher evaluation leads to the dismissal of weak or incompetent teachers.	1	2	3	4	5
7.	Teacher evaluation encourages self-evaluation on the part of the teacher.	1	2	3	4	5
8.	The principal makes certain that teachers know and understand the criteria by which they are evaluated.	1	2	3	4	5
9.	The teacher evaluation process is an effective method for identifying ways to improve teacher performance.	1	2	3	4	5
10.	The teacher evaluation process contributes to effective communication between the teacher and building principal.	1	2	3	4	5
11.	Teachers are more comfortable when the principal makes an informal classroom observation.	1	2	3	4	5
12.	Teachers are comfortable when the principal makes a formal classroom observation.	1	2	3	4	5
13.	The primary purpose of teacher evaluation is to improve instruction.	1	2	3	4	5

14.	The teacher evaluation process is used to determine termination or continuation of employment.	1	2	3	4	5
15.	The teacher evaluation process contributes to the development of a cooperative atmosphere between the teacher and the principal.	1	2	3	4	5

FORM T

Part 2

After reading each of the following statements, please circle the number to the right of the statement that most nearly describes the frequency of that activity in your building.

Key: 1 - Never, or almost never, the case
2 - Rarely or seldom the case
3 - Sometimes the case
4 - Regularly or often the case
5 - Always, or almost always, the case

1.	My principal keeps a running script and/or videotapes of what occurs verbally and non-verbally in the classroom when I am being observed.	1	2	3	4	5
2.	My principal makes a scheduled conference to discuss my evaluation face-to-face with me.	1	2	3	4	5
3.	My principal analyzes the script or videotape before the conference to plan the points of discussion.	1	2	3	4	5
4.	My principal compares the observation of the lesson with my lesson plans for the period observed.	1	2	3	4	5
5.	My principal gives me a copy of the classroom script or watches the videotape of my lesson with me at the beginning of the conference.	1	2	3	4	5
6.	My principal does not talk more than I do in the conference setting.	1	2	3	4	5
7.	My principal encourages me to analyze my own teaching in the conference setting.	1	2	3	4	5
8.	My principal points out strategies that were effective in my lesson and can point out research to support the strategies.	1	2	3	4	5
9.	My principal helps me identify alternative strategies in problem areas and can cite research to support the strategies.	1	2	3	4	5
10.	My principal is a part of the instructional team in our school.	1	2	3	4	5

11.	My principal observes teachers and gives them feedback at least twice when we are instituting a new program.	1	2	3	4	5
12.	In addition to evaluative conferences as required by contract, my principal conducts at least two instructional improvement conferences a year for each of the teachers in my building.	1	2	3	4	5

FORM T

Part 3

PLEASE INDICATE:

1. Your Age:

   1) _____ under 25 2) _____ 25-30 3) _____ 31-40

   4) _____ over 40

2. Years of Teaching Experience:

   1) _____ 0-2 2) _____ 3-6 3) _____ 7-10

   4) _____ more than 10

3. High School Enrollment (Grades 10-12):

   1) _____ less than 200 2) _____ 200-600

   3) _____ more than 600

4. Highest Degree Held:

   1) _____ Bachelor 2) _____ Masters 3) _____ Specialist

   4) _____ Doctorate

5. Your most recent enrollment in a College Course for Professional Development:

   1) _____ current year 2) _____ 1-3 years

   3) _____ 4-6 years 4) _____ more than 6 years

6. Training in Effective Schools Techniques:

   1) _____ Madeline Hunter 2) _____ SIM 3) _____ TESA

   4) _____ Clinical Supervision

7. How often are your teaching skills formally evaluated by the administrator responsible for teacher evaluation in your building?

   1) _____ once each semester

   2) _____ once each year

   3) _____ once every two years

   4) _____ as needed

8. How often are you observed in the classroom, by your building administrator, other than for the formal evaluation?

   1) _____ not at all 2) _____ 1-3 times a year

   3) _____ 4-6 times a year 4) _____ more than 6 times a year

9. Has a teacher in your school been threatened with contract termination based on the formal evaluation of teaching skills?

   1) _____ Yes 2) _____ No

10. Have you been threatened with termination of your contract based on the formal evaluation of your teaching skills?

    1) _____ Yes 2) _____ No